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ABSTRACT

This two-part manual presents both a library curriculum for elementary and secondary school students and a handbook of policies and procedures for library operations and services. Part 1 (238 pages) is a two-part library skills curriculum guide for grades K-12 includes brief discussions of general student goals, main ideas, and the thinking processes as well as an introduction to the curriculum. Organized by grade level(s), the curriculum on research and reference skills covers library orientation, arrangement of books, the card catalog, parts of the book, encyclopedias, periodicals and their indexes, geographical reference tools, biographical tools, other specialized reference tools, and report writing. The curriculum on literature and reader guidance covers literature study; book talks by librarians; independent reading programs; literature contests; a read-to program; exhibits, displays, and bookmarks; awards for children's books; book fairs; recycling books; peer recommendations; individual guidance; and special services to various groups of students. Part 2 (106 pages) on library operations and services details policies and procedures concerning library personnel; library material selection; budgeting; acquisition of both print and nonprint materials and equipment; district cataloging; circulation; inventory; audiovisual and computer services; faculty support services; supplementary resources; and public relations. Also provided are forms, records, charts, and a bibliography listing 55 print resources, 17 sound filmstrips, 1 film, 4 games, a chart, 5 kits, a recording, and two bookmarks. (CGD)

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CURRICULUM

OPERATIONS

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2nd Edition
Urbana, Illinois, School District # 116
September, 1987

URBANA SCHOOL LIBRARIANS

Margaret Chandler	Urbana Junior High School
Diane Dold	Leal School
Judith Haydel	The Prairie School
Joanne Kelly	Thomas Paine District Coordinator of Libraries
Martha Rinne	Urbana Senior High School
Dorothy Vickers-Shelley	Yankee Ridge School
Eunice Weech	Martin Luther King Jr. School
Ann West	Washington School

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PHILOSOPHY

The fundamental goal of the school library is to implement, enrich and support the educational program of the school. Individualized reading, the multi-age curriculum, and the provision of a challenging education for all students can be achieved only when the school has a rich source of instructional materials. The library collection should be well-balanced. A full program of library services for students and teachers from a trained staff is necessary to make these materials easily available and to assure their optimum use. The teacher-librarian serves as a resource person for all curricular needs.

In order to utilize the resources of the library, it is necessary for students to learn basic media skills and to receive guidance in the selection of recreational and instructional materials. The skills and attitudes acquired in the school library are not only a preparation for immediate academic requirements, but a preparation, also, for a lifetime of learning.

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

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An Interpretation of the Library Bill of Rights

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community and the community at large, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Presented by the American Association of School Librarians' Committee on Intellectual Freedom to, and adopted by, AASL's directors on June 26, 1986.

Endorsed by:

.ALA's Committee on Intellectual Freedom
.ALA's Intellectual Freedom Round Table
.The Association for Library Service to Children
.The American Library Trustee Association
.The Public Library Association
.The Young Adult Services Division
.ALA's Executive Board

Adopted as policy by ALA's Council, July 2, 1986.

Part One

THE LIBRARY CURRICULUM

I. GENERAL STUDENT GOALS

These student goals reflect the Illinois State Goals for Learning(1) and research into current trends in the teaching of media skills.

1. The student will be able to use books and their parts for locating specific information and for recreation.
2. The student will be able to select and use or develop the best media to achieve the desired educational or recreational goals for reading.
3. The student will recognize the intrinsic value of books and other learning materials through demonstrating responsibility for their care.
4. The student will be able to listen critically and analytically while in a library setting.
5. The student will feel confident and comfortable in a library setting.
6. The student will understand various forms of significant literature representative of different cultures, eras, and ideas.
7. The student will respect the rights of other library users.
8. The student will be able to use standard library tools.
9. The student will exercise proper procedures when using audiovisual equipment.
10. The student will reinforce classroom experience with library resources.
11. The student will recognize the professional library staff as teachers.

II. MAIN IDEAS FOR SKILLS AND ACTIVITIES TO BE TAUGHT AT ALL INSTRUCTIONAL LEVELS.

1. Answers to questions can be found in print and non-print materials.

2. There are specialized books for specialized information.

3. Libraries are organized in systems of classification of material.

4. The school librarian is a teacher capable and willing to give assistance in finding needed information and in selecting recreational reading.

5. Most libraries are public institutions, available to all citizens and are supported by public funds.

6. Many people share in the creation and production of the materials found in libraries.

7. Through instruction and experience, students grow in their ability to evaluate materials and select the most appropriate for their needs.

8. Library research entails gathering information from a variety of sources, then evaluating by comparison and verification for enhanced understanding and expanded knowledge.

9. Materials must be constantly evaluated for accuracy of information.

10. Copyrighted material belongs to its creator and ethics demand credit be given to the creator.

11. Everyone has the privilege of using library facilities and materials and the responsibility to respect the rights of other users.

12. The card or computerized catalog is an index to library materials.

13. Catalog cards or computerized catalogs give bibliographic information of library holdings.

14. The library is a multi-media center.

III. THE THINKING PROCESSES

The thinking processes that are the desired outcomes of instruction in library skills are based upon the general educational goals specified by Benjamin Bloom in his taxonomy of cognitive objectives.(2) They are:

1. Knowledge of specifics.

2. Comprehension, including translation, interpretation and extrapolation.

3. Application of knowledge.

4. Analysis of elements, relationships and organizational principles.

5. Synthesis of information, including production of a plan, unique communication, or a set of abstract relations.

6. Evaluation of materials and methods, including judgements based on internal evidence and external criteria.

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(1) Department of School Improvement Services. State Goals for Learning and Sample Learning Objectives: Language Arts Grades 3, 6, 8, 10, 12. Springfield, Illinois: Illinois State Board of Education, 1986.

(2) Bloom, Benjamin S., et al. Taxonomy of Educational Objectives - The Classification of Educational Goals. Hardback I: Cognitive Domain. New York, David McKay, 1956.

IV. AN INTRODUCTION TO THE CURRICULUM

The following sequence of developmental concepts is intended as a guide for the school librarian. The level at which specific skills are taught is dependent upon a number of factors and situations and the sequence should be adjusted to accommodate the needs of the students, faculty and programs in each school.

The sequence of skills and the content of the curriculum was determined in part by means of an exhaustive survey of the current practices of the Urbana librarians. The results of this survey were then reviewed and the curriculum was revised by a committee of school librarians.

The skills program described here is by no means a comprehensive blueprint for the ideal school library program. It is intended as a basis upon which the librarian will build an instructional program that is well integrated into the existing programs in each school.

The instructional procedures described have been found to be workable and successful. However it is expected that they will be treated as suggestions and serve as inspiration for creative programs designed by each librarian.

The materials list is not exhaustive. It represents those aids that have proved to be usable and worthwhile for purchase. There is duplication of teaching concept and objective when several items were considered equally appropriate. "*" represents those materials designed and produced by the librarian. At the end of the book there is a bibliography of all professional sources mentioned and other suggested materials. These materials should be regularly reviewed and updated.

Integrating media skills into ordinary classroom instruction is essential since it provides an immediate practical application for information that is often, in the student's eyes, useless. The classroom activities presented here provide for that application and reinforcement, yet the primary responsibility for their initiation and presentation rests with the librarian rather than with the clasroom teacher. While a certain amount of cooperation between the librarian and classroom teacher is essential, it is up to the librarian to be alert to classroom programming and to tailor the media skills curriculum to fit into those programs. It is hoped that these activities will serve as models for similar activities developed for each school.

V. THE CURRICULUM: RESEARCH AND REFERENCE SKILLS

LIBRARY SKILLS CHART

Key: I - Introduction
E - Expansion
M - Mastery

* - Limited responsibility for developing skill
** - Major responsibility
Lib. - Librarian
CT. - Classroom Teacher

The student should develop the ability to:

	K	1-2	3-4	5-6	7-8	9-10	11-12	Lib.	C.T.
Use materials correctly	I	E	M	M	M	M	M	**	*
Practice responsible library behavior	I	E	M	M	M	M	M	**	*
Use geographical reference works				I-E	E	M	M	**	*
Identify and use various parts of the book	I	I	E	M	M	M	M	**	*
Use encyclopedias			I-E	E	M	M	M	**	*
Use the card catalog			I-E	E	M	M	M	**	*
Specialized reference tools		I	I-E	E	M	M	M	**	*
Locate materials in library		I	E	M	M	M	M	**	
Use biographical tools			I	E	E	M	M	**	*
Use and make bibliographies			I	E	E	M	M	**	**
Outline and take notes			I-E	E	E	M	M	*	**
Use periodicals and their indexes				I	E	E	E	**	*
Use almanacs				I	E	M	M	**	*
Use on-line data bases					I	E	E	**	*

ORIENTATION

LIBRARY ORIENTATION - GRADE K

DEVELOPMENTAL CONCEPT

A library is a place for sharing stories. Books may be borrowed from the library.

Library books contain good stories.

Library books belong to all the students and are shared by everyone.

There are some procedures for correctly caring for them.

PROCEDURE

The librarian visits the kindergarten classrooms for the first few weeks conducting the orientation there instead of in the library.

Define terms: Library
Librarian

Discuss K responses to "What is a __________?"

Ask if any K have ever been to any other libraries. Have them share experiences.

Explain what library time will be like and share some new friends with them from preselected collection.

Display some damaged books one at a time and discuss what may have
happened to each of them. Explain that these good stories can no longer be enjoyed by boys and girls because someone forgot to take care of them.

Book Care Rules

1. Always have clean hands when you read a book.
2. Use a bookmark to save your place.
3. Turn the pages the right way.
4. Don't read and eat at the same time.
5. Keep your book in a safe place at home.
6. Return your books on time.

Explain about letter to parents and hand out to children.

The librarian may decide to preselect a large group of books for the kindergarteners and put these out on library tables instead of allowing them access to the shelves. If this is done, make sure the collection is ample enough so that each child has a large group from which to choose.

MATERIALS

Letter to be sent home - Sample in Beck ,Margaret. A Guidebook for Introducing Library Skills to Kindergarten and Primary Grades. pages 22 and 35.

Freeman, Don. Quiet! There's a Canary in the Library.

Gibbons, Gail. Check It Out! The Book About Libraries.

Polette, Nancy. Library Skills for Primary Grades. Transparency page 3.

Two books of same title - one "like new", other damaged (perhaps Cat in the Hat).

A group of damaged books with examples of water marks, torn pages, crayon and pencil markings, and toothmarks.

Very simple book care transparency can be made using illustrations in A Guidebook for Introducing Library Skills to Kindergarten and Primary Grades, pages 18, 19, and 20.

Sound Filmstrip: Library Manners for Primaries. TE82105. Eyegate, 1982.

Sound Filmstrip "The Dog Who Wanted to Join at the Library", Hooray for the Library. Eyegate Media.

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DEVELOPMENTAL CONCEPT

Library behavior and responsibilities are important.

PROCEDURE

Define term "Browser".

Show how everything in the library has a place, i.e., Student's place on carpet or at table, books on shelves with spines out, chairs under tables.

Everyone works together to make the library a pleasant place.

Ask - "How can you help?" (Ask questions to bring out points of behavior or procedure desired.)

****

DEVELOPMENTAL CONCEPT

There is a standard procedure to follow in checking out books.

Borrowers who return books will be able to borrow a book again.

Sliders are used to mark shelf places where books should be returned.

PROCEDURE

Define terms: Borrower,
Borrower's card,
Date due.

Kindergarteners bring book and card to table where teacher or aide writes student's name and room number on the book card.

Have first grade (or second semester kindergarteners) sit at a table where there are practice sheets.

Use transparency of circulation card to identify author and title. Show how the bottom of each card has blank lines under other children's names.

Use magic marker to fill out first blank line. Have students find next blank line on practice sheet and fill in their names and room numbers. Teacher and librarian check. Give sliders to those who do a good job so they can look at or borrow a book.

MATERIALS

Practice sheets of book cards.

Pencils.

Place cards for room number on each table for kindergarteners to copy.

Large book card hung on a chart stand.

Sliders to mark where books are replaced on shelf. (Tagboard or poster board strips-decorated with book characters and laminated.)

INTEGRATED CLASSROOM ACTIVITY

Provide teacher with worksheets of sample book cards and have students practice.

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LIBRARY ORIENTATION - GRADES 2, 3, 4, 5, 6

DEVELOPMENTAL CONCEPT

Review and expand library procedures and book care rules from Grades K-1 Orientation.

You can learn from many different forms of media.

The library is arranged so that it is easy and convenient to use.

Library materials may be used in the library or borrowed.

Materials in school and in public libraries are provided through public funds and are to be shared.

Students who borrow library materials have the obligation to take care of them and to return them on time.

Information service is provided by the library staff.

Demonstrate equipment.

PROCEDURE

Point out the location of the charging desk, dictionary, magazines, vertical file, fiction and nonfiction shelving, and other library facilities.

Introduce care and use of cassettes, records, filmstrips, computer software.

Inform pupils of the kinds of materials which may be borrowed from the library, indicating special rules for reference, magazines, and vertical file materials.

Discuss public and private ownership and explain that public facilities and service are paid for by various types of taxes. Stress that library books are public property to be shared by many people.

Discuss rules for the care and circulation of library materials.

Identify the librarian as a teacher who keeps the library in order and helps people find needed books and information.

MATERIALS

Quickwick Your Library Guide filmstrip #1 and filmstrip #2.

Hardie Gramatky bookmarks. Children's Book Council.

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LIBRARY ORIENTATION - GRADE 7 (ALL ENGLISH CLASSES)

DEVELOPMENTAL CONCEPT

Review of the use of the Card Catalog.

PROCEDURE

Students will identify parts of the card catalog from a transparency.

Discuss call numbers, fiction and nonfiction, and the purpose of the Dewey Decimal System.

Explain the special collections and general locations of materials and equipment.

Point out materials not found in the Card Catalog, i.e. National Geographic pamphlets, paperbacks, Vertical File material.

MATERIALS

*Transparency of a card catalog card.

Examples of the various colored card protectors designating the special collections.

Examples of National Geographic pamphlets.

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DEVELOPMENTAL CONCEPT

Students will learn about library rules and responsibilities, special programs, and locations of media and equipment.

PROCEDURE

Explanation and discussion of library rules and responsibilities.

Description and distribution of Library Handbook.

Explanation of various library programs - Calendar Clue, Book Bunch, Projectionists, Round Robin Reference Relay.

Description of the dial-access computer system used for searching and circulation.

Students will find various locations on a map of the library.

Students will browse and check out materials when they have finished filling out the map.

MATERIALS

Sample Library Pass.

Map of the library.

Library Handbook.

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LIBRARY ORIENTATION - GRADES 7 - 9

OPERATION AND CARE OF 16mm PROJECTORS

DEVELOPMENTAL CONCEPT

Students should understand the operation and care of equipment which they use in the library or classrooms.

PROCEDURE

Explain the basic operation of the projectors using transparencies on an overhead projector.

Demonstrate threading, operating the machine, rewinding, and bulb replacement.

Stress safety precautions and care of equipment.

Each student should demonstrate to the librarian or A-V specialist the ability to thread, operate, rewind and replace bulbs on each type of 16mm machine owned by the library.

When the student has successfully completed the training he or she should receive a certificate to indicate his or her achievement. (This procedure can be used for other types of equipment.)

Students must renew their certificates each year.

Monthly meetings of all projectionists is recommended.

MATERIALS

16mm projectors
    Bell and Howell
    RCA
    Singer
    Eiki

*Transparencies.

*Certificate of achievement for completion of training.

INTEGRATED CLASSROOM ACTIVITIES

Teachers may send students from each of their classes to be trained in the use of library equipmewnt. The students then will operate the equipment used in the teachers' classes.

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LIBRARY ORIENTATION - GRADES 10-12

STATEMENT OF PHILOSOPHY

The primary purpose of our library is to support the wide variety of courses offered at Urbana High School. Stimulating and supporting this kind of study demands a research library of appreciable quality.

A one-hour library orientation session is offered to each sophomore English class at the beginning of the academic year. The objectives of this session are to acquaint students with the Urbana High School Library and to present a general overview of the concepts outlined below.

In addition, research methods are taught throughout the year in conjunction with classes in all academic subjects. The teaching method and depth of subject content will vary among classes and/or teachers.

DEVELOPMENTAL CONCEPT

Library Rules

A quiet atmosphere must be maintained in the library at all times. Infraction of rules may result in the suspension of library privileges.

PROCEDURE

Refer to the "Library Services" section of the Student Handbook.

Explain rules for borrowing and returning library materials.

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DEVELOPMENTAL CONCEPT

Information must be organized in order to be useful.

Materials may be grouped by format or by medium, e.g., books, audio visuals, magazines, vertical file. They are arranged within these groups by some type of classification.

PROCEDURE

Point out map of the library posted on the front bulletin board.

Briefly review the Dewey Decimal system.

****

DEVELOPMENTAL CONCEPT

Research Tools

Knowing how to find information is an invaluable tool for all students--college bound and non-college bound. The card catalog and the reference collection are essential research tools.

PROCEDURE

Point out the location of the card catalog. Explain the difference between a dictionary catalog and a divided catalog.

Review selected reference books from tje categories listed below. These titles represent"common sources used in student research papers.

Biography--Current Biography, Who's Who in America, Dictionary of National Biography, Dictionary of American Biography.

Indexes--Reader's Guide to Periodical Literature, Newspaper Index, Social Sciences and Humanities Index, Art Index, Granger's Index to Poetry, Play Index, Short Story Index, Book Review Index.

Almanacs--World Almanac and Book of Facts, Statistical Abstract of the United States.

General Encyclopedias--Encyclopaedia Britannica, World Book, Encyclopedia Americana, Collier's Encyclopedia.

English Language Dictionaries--Webster's Ninth New Collegiate Dictionary, American Heritage Dictionary, Webster's Third New International Dictionary, Roget's II: The New Thesaurus, Oxford English Dictionary.

Foreign Language Dictionaries--Cassell's New French Dictionary, Cassell's German-English/English-Germcn Dictionary, Crowell's Spanish-English/English-Spanish Dictionary.

Atlases--Historical Atlas, Goode's World Atlas, Advanced Reference Atlas. (Point out the cataloged map collection.)

Literary Criticism--Masterplots, American Writers, British Writers, Contemporary Literary Criticism, Twentieth Century Authors, Nineteenth Century Authors, Critical Survey of Drama, Research Guide to Biography and Criticism.

Special Reference Sources--McGraw Hill Encyclopedia of Science and Technology, Reader's Encyclopedia, Bartlett's Familiar Quotations, Encyclopedia of Art, Grove's Dictionary of Music and Musicians. (Refer to Oxford Companion Series.)

* * *

DEVELOPMENTAL CONCEPT

Data Bases

The world is shifting away from an industrial society toward an information society. Information can be accessed quickly via information storage and retrieval systems.

PROCEDURE

Explain the importance of online data bases as useful means of storing and retrieving information. Refer to local data bases, e.g., University of Illinois Library Computer System (LCS), Lincoln Trail Libraries System's Computer Library System Incorporated (CLSI). Also refer to fee-based data base services, e.g., Dialog Information Services and The Source. Point out some examples of data base counterparts to printed indexes, e.g., Reader's Guide and its online data base counterpart, Magazine Index.

MATERIALS

Examples of print outs of searches from a variety of systems.

* * *

DEVELOPMENTAL CONCEPT

Special Services
Even the richest library cannot provide all needed resources.
It may be necessary to tap into local libraries for needed research support.

PROCEDURE

Explain research services available through LTLS, notably, interlibrary loan. Discuss various departmental libraries of the University of Illinois.

MATERIALS

Handout on LTLS services.

List of UI libraries and schedule of hours.

* * *

ARRANGEMENT OF BOOKS

ARRANGEMENT OF BOOKS - GRADE 1

DEVELOPMENTAL CONCEPT

Alphabetical order can be helpful for organization of many things.

Alphabetical order can help to find books in the library.

Books on the shelf have their own bin or place on the shelf and should be put in that place with the spine out.

Easy books are arranged by the first initial of the author's last name.

PROCEDURE

Discuss why all the books need to be in some kind of order.

Have children suggest ways to organize books.

At checkout time: Send students to shelf alphabetically by 1st name, next week by last name.

Refine skill by having students with the same last initial line up in exact order by second letter. Identify last names of some authors.

Show where the A's, B's, C's are. Have other students find other alphabetic locations on shelf.

Identify last names of authors of some library books.

Have students write their names on a 2"x 11" place card. Circle first letter of last name. Have them show examples. Let each child shelve his/her place card as if it were a book.

Check out book by author whose last name begins with their initials.

MATERIALS

Danes, Margaret. Stepping Stones to the Library - worksheet, pg. 26.

INTEGRATED CLASSROOM ACTIVITIES

Card chart center with cards of alphabet. Teacher or student can remove letters from alphabet and scramble them at bottom of chart. Student replaces scrambled letters back to correct position.

* * *

DEVELOPMENTAL CONCEPT

Not all books may be in their correct shelf place.

Special collections may be featured periodically and these items can be reserved.

PROCEDURE

Feature one author during story hour and allow for reserves on all available titles.

MATERIALS

Books from the "Reading Rainbow" series, and other popular titles.

* * *

ARRANGEMENT OF BOOKS - GRADE 2

DEVELOPMENTAL CONCEPT

Books can be found on many different subjects.

PROCEDURE

Show filmstrip.

Introduce a few subjects of interest and display some titles.

Have students make a subject list of books they have read, or would like to read.

MATERIALS

Sound Filmstrip -"How to Find Dinosaurs in the Library". Hooray for the Library. Eyegate Media.

* * *

DEVELOPMENTAL CONCEPT

Fiction books are arranged alphabetically by the first letter of the author's last name.

PROCEDURE

Review how to determine where book might be on the fiction shelf by choosing several books and having class tell author's last name.

Have students in class put the demonstration books away among books by same author.

Explain call numbers and show how they are constructed.

Show all locations of call numbers on a library book (borrowers card, pocket, and spine).

MATERIALS

Learning to Use the Library. Book A, pg. 21.
Book C, pg. 5.

Stepping Stones to the Library. Fordham Publishing Co., Pg. 26.

Polette, Nancy, Library Skills for the Primary Grades. Transparency 6.

INTEGRATED CLASSROOM ACTIVITIES

Teacher will assign some independent reading books by familiar authors.

Conduct an author read-a-thon in which all titles available by individual authors will be read.

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DEVELOPMENTAL CONCEPT

Nonfiction books are arranged by subject.

PROCEDURE

Use pictures to have students identify subjects.

Books are available on these subjects.

Have students make an individual subject request. Have these titles personally selected for students by their next library period.

Before the next class meeting, gather books on those topics and use them as a basis for a discussion of call numbers and location.

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ARRANGEMENT OF BOOKS - GRADE 3

DEVELOPMENTAL CONCEPT

Fiction books are products of the author's imagination and nonfiction books are factual.

PROCEDURE

Use two panda books to identify points that make one fiction and the other nonfiction. Read passages.

Hold up some other books - see if students can tell from the titles, formats, or illustrations whether they are fiction or nonfiction.

MATERIALS

Kraus, Robert. Milton, the Early Riser.

National Geographic Society. Pandas.

Polette, Nancy. Basic Library Skills, Transparency 4.

INTEGRATED CLASSROOM ACTIVITIES

Class can produce two stories on the same subject, one fiction, the other nonfiction. Correlate with classroom unit.

****

DEVELOPMENTAL CONCEPT

Fiction books are in a number of locations in the library (easy, fiction, paperback) and are arranged by the author's last name.

PROCEDURE

Use transparency to arrange a shelf of fiction books together as a group as well as to construct call number.

Use old Christmas cards. Put call numbers, author and title on back halves of cards. Hide 1/2 in pocket of book it describes - other half given to student as a follow-up activity. Student should turn in both halves before browsing. (Can be used in any fiction or nonfiction section)

MATERIALS

Old Christmas cards.

Schlessinger, Bernard. Learning to Use the Library, Book A, pages 20 and 21.

Schlessinger, Bernard. Learning to Use the Library, Book D, page 5 (make transparency).

****

DEVELOPMENTAL CONCEPT

Biographies are true life stories of famous people or ordinary people.

PROCEDURE

Define biography. Point out section in library, discuss and illustrate call number and arrangement.

MATERIALS

Polette, Nancy. Library Skills for the Primary Grades Transparency 8.

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ARRANGEMENT OF BOOKS - GRADE 4

DEVELOPMENTAL CONCEPT

All books have a call number on the spine.

Alphabetical order is used in the library in many places.

PROCEDURE

Use worksheet to refresh learning of alphabetizing by using second and third letters.

Set up three alphabet stations. Explain that one is for the dictionary, one is for the encyclopedia, and one is for the card catalog. As student finishes at one station he moves to the next station. Students who finish receive "It's a Secret" sheet.

MATERIALS

Polette, Nancy. Library Skills for Primary Grades. Transparency #6.

Wax Pencil.

*Alphabetical Order worksheets.

Hebblewhite, Jan. Library Skills and Drills. Pg.6. "It's A Secret" worksheet.

****

DEVELOPMENTAL CONCEPT

Call number will have two lines. The first line tells the section of the library where the book is located. "E" means Easy Fiction,
"Fic" means Fiction. The 2nd line contains the first three letters of the author's last name. All fiction books are arranged by the author's last name.

PROCEDURE

Use board or overhead to illustrate call number structure and present Easy book arrangement (map may be included).

Have children make label on slip and go find 2 or 3 books by that author.

MATERIALS

Prepared slips with Easy Book authors.

Have more "Make a label slips". Students will do more than one.

Answer sheet with place for author names and 3 titles.

Example

AUTHOR: ______________
3 Titles ____________
____
____

Make a label for an
Easy book by
____

Chalk board or transparency.

* * *

DEVELOPMENTAL CONCEPT

Fiction is arranged on the shelves alphabetically by the last name of the author.

PROCEDURE

Review difference between fiction and nonfiction books. Share fiction and nonfiction books on the same subject.

Explain designation of fiction call number "FIC". The second line has the first three letters of the author's last name.

Explain arrangement of fiction books by author's last name.

Hand out spines to groups of students and have them arrange them in the correct order. Using spines, have them find the real book on the shelf. Have each child correctly shelve two fiction books.

Have students pretend that they have written a fiction book. They create a construction paper spine showing author, title, call number and publisher. Have them shelve their books correctly.

Use Fordham Transparency to arrange a shelf. Overlay will show correct arrangement.

Use packets of authors names and arrange them alphabetically in egg carton sorters. Answer sheets are used to record correct order.

Use teacher made book spines for students to arrange and write in correct order.

Give a booktalk on books from paperback fiction section. Then have students reserve titles they select.

MATERIALS

Polette, Nancy. Basic Library Skills. Transparency #4, Ditto 4a.

Danes, Margaret. Stepping Stones to the Library. *Transparency example of a fiction shelf.

Filmstrip "Media Organization: Fiction" Media: Resources for Discovery. Encyclopedia Britannica.

Kit-Library Games: Classifying and Finding Library Materials. Learnco Inc.. Activity #13 and fiction spines.

Kit-Libraries are for Children. Fordham Publishing Co. Transparencies LK9-7 and spines that are included.

Beck-Guidebook for Teaching Library Skills, Book 3. Pages 24 and 26.

Packets of 6 authors names (last, first) on 3 x 5 cards.

Egg carton sorters.

INTEGRATED CLASSROOM ACTIVITIES

Select a topic studied at the fourth grade level for which there are rich resources in the fiction collection. Some suggestions are: Pioneers, Illinois and Lincoln, and Animals.

Make sure there are enough books for all the children in the class and that they span several reading levels. Make a spine for every volume on your list indicating author, title, call number and publisher. Have students correctly order the spines.

Coordinate the beginning of this study with the beginning of the unit in the classroom. Give a booktalk on the fiction books you have selected showing the spine for each as you briefly describe the book. Have students select the spines for the book they would like to read and find that book on the shelves.

Follow-up activities might include a display in the classroom or library of the spines accompanied by evaluations written by students, shoebox dioramas, mobiles, or pictures produced by students. The librarian and teacher may wish to conduct a student discussion of the books.

At the beginning of a new unit suggest that students help gather a collection of related fiction books.

* * *

DEVELOPMENTAL CONCEPT

Books containing collections of short stories are kept in a separate section of the library called the Story Collection.

Story Collection books are arranged on the shelves alphabetically by the last name of the author, editor or compiler.

PROCEDURE

Point out the location of the Story Collection and describe its contents. Give a book talk on several books. Explain the difference between an author, an editor, and a compiler.

Indicate that Story Collections are arranged in the same manner as fiction books.

Tell a story from one book.

MATERIALS

Books of various types and reading levels from the Story Collection.

*Transparency-Example of a Story Collection shelf.

Manning-Sanders, Ruth. A Book of Ghosts and Goblins.

INTEGRATED CLASSROOM ACTIVITIES

Collect examples of short stories written by the students during a creative writing session in the classroom. Bind them together in a construction paper folder along with several extra blank sheets of paper to be used for title page, table of contents, dedication, etc.

Introduce the group of stories at the beginning of the lesson on Story Collections and ask the children where it would be shelved in the library and what the call number would be. After the lesson have them suggest a call number. This will probably require the creation of a title page in order to discover the author's or editor's name. This activity can be extended to other parts of the book and to the creation of catalog cards if the children are interested.

****

DEVELOPMENTAL CONCEPT

Nonfiction books are shelved numerically according to the Dewey decimal system of classification.

PROCEDURE

Discuss how division of any items by subject make finding things more efficient for nonfiction books.

Explain the relationship between specific subjects and the numbers in a call number. Present main classes of Dewey decimal system.

Assign groups of 3 students to a library section. Have them list all the different subjects they find. After search is over, share their findings. Use "Print Shop" made sign and identify broad subject areas.

Indicate that nonfiction books are arranged numerically from left to right and that in each bookcase the books are arranged in the same order that words are arranged on the page of a book.

Explain alphabetical order by author within a specific call number. Have students arrange commercial or teacher-made book spines in correct order. If there are multiple sets of the same spines, the class can be divided into teams which can then compete in speed and accuracy of arrangement.

Compare the decimal numbers to money. "Who knows how to write ten cents? Twenty-five cents?" The tricky ones are five cents, two cents, etc. Write these on the board when they are mentioned. Distinguish between .01=1 cent and .1=10 cents. It may take several lessons to complete the explanation of this concept and provide practice materials.

Explain decimal numbers. Show further subdivision of numbers. Subdivisions of sports (796) or pets (636) are good examples.

Game: Hand out list of 10 categories. Sub-categories need to be included. Divide into two teams. Each team gets 3 tries to tell to which Dewey class certain titles would be assigned. 5 points on 1st try, 4 on second, 3 on third then other team can take over for 2 tries worth 2 and 1 points. Keep score.

Each child has a response sheet and slider to mark places where books will be returned. Each child gets one "Shelf It" card and will go to the shelf and locate book on that subject, then record the call number, subject, author and title. They may do as many cards as time allows.

As final activity-pair students. Student One goes to any section, writes call number, author and title on paper. Student Two finds the book while being coached by Student One with hints like "You're getting warmer" or "colder". After the search is completed, Student One becomes the finder of a book selected by Student Two.

Use transparencies to arrange a shelf of books. Overlay will show correct order.

After nonfiction and fiction activities are complete, use Treasure Hunt Puzzles as ending activity.

MATERIALS

Polette, Nancy. Library Skills for Primary Grades. Transparencies 8 and 9.

Danes, Margaret. Stepping Stones to the Library. Dittos #30-40, #42.

Sound filmstrip: "Dewey Decimal Basics", Library Skills from Cover to Cover. Eyegate.

Sound filmstrip: "Media Organization: Nonfiction". Media Resources for Discovery. Encyclopaedia Britannica.

Kit: Library Games: Classifying and Finding Library Materials. Learnco Inc. nonfiction spines, activity #3, Shake and Shelve Cubes.

*Transparency. Example of nonfiction shelves showing alphabetical arrangement within one class number.

*Transparency. Example of nonfiction shelf showing arrangement by decimal numbers.

List of 10 Dewey categories with subject each covers.
Prepared cards with titles of nonfiction books and Dewey hundred # on back.

Kit: Libraries Are for Children. Fordham.
Transparencies LK9-8 - nonfiction
LK9-9 - biography
LK9-15 - Dewey's 10 categories
LK-16 - History and Geography Subject classes

"Shelf-It" response sheet.

Treasure Hunt Game (following).

INTEGRATED CLASSROOM ACTIVITIES

Gather a collection of nonfiction books on a major unit currently being studied in the classroom, including books with several different Dewey numbers. Select about 12 to 18 books that represent several related topics. While all the books can be delivered to the classroom for student use, these 12 to 18 will form a special collection in a center set up in the classroom.

Set up the center with the special books and a worksheet. Children are to place the books in correct order, then complete the worksheet. Sample using books on pets:

1. Put the twelve books in the correct order.
2. Horses are represented by what number? Is this number more or less than dogs?
3. Which number is bigger - gerbils or birds?
4. Which comes first - a horse book by Marguerite Henry or a horse book by Edward Dolch?
5. Write all the call numbers in the correct order on empty book spines.

For review, you may include several questions about the parts of the book such as:

Give the publisher and copyright date for All About Horses by Marguerite Henry.
Who illustrated Training a Companion Dog?

The classroom teacher should include several content questions requiring the use of indexes and tables of contents.

Before leaving the center, the child should mix up the books.

Have students assign call numbers to the booklets they created in "Parts of the Book" activity.

Have students arrange all the classroom collection in the correct order on a book cart for return to the library. After the books have been checked in, have the students shelve the collection on library shelving. This step requires constant checking by the teacher and librarian.

****

DEVELOPMENTAL CONCEPT

A book about a real person is called a biography. Individual biographies are found under 921 in alphabetical order by the last name of the subject.

Collective biographies containing information on several persons are located in the 920's.

PROCEDURE

Explain the call number and shelving arrangement of biographies.

MATERIALS

Polette, Nancy. Library Skills for Primary Grades.
Transparency #8, ditto #8a.

TREASURE HUNT PUZZLES - FOURTH GRADE

Puzzles are made from mounted magazine pictures cut in six pieces.

Preparation - Hide all six puzzles no earlier than 1/2 hour before the hunt is to start. Be sure to put X's next to the call numbers that have puzzle pieces in them.
Put the title of the puzzle on the top of the map.
Have small white note sheets available.

Organization-

1. Explain that the class is going on a treasure hunt to find eight pieces to a puzzle.
2. Tell the class:
   Since this is a treasure hunt, you will need a map. Explain the map and the meaning of the X's.
   Only those books with X's have pieces in the pockets. There will be teams and prizes for the two teams who complete the puzzle first and second.
3. All games have rules; these are the rules for this game.
   a. Take your team to your assigned table.
   b. Decide who will be looking for what piece.
   c. You may wish to write down the number on a note sheet. MASTER MAP WILL REMAIN ON THE TABLE. (It will be there if someone finds a piece and needs to look for another one.)
   d. No one person should try to put the puzzle together until all eight pieces have been found.

SPECIAL POINTS TO HELP OUT THE LIBRARY AND THE TEAMS:

1. Searchers must use sliders. No books are to be taken off the shelf and brought to the tables. Look for piece right at the shelf and return it immediately. TEAMS ARE DISQUALIFIED IF THIS IS NOT FOLLOWED.
2. Sometimes there will be two books with the same number and title. You will have to look at both.
3. When you find a piece, scratch off that title on the map so no other teammate will waste time looking for a piece that has been found.

To Begin Hunt - Count students and come up with a good multiple for the teams - 4 or 5 members is best.
Tell them you will select the teams and assign them a table.
Take the sliders you need for one team and pass them out and give one member the map. Tell them which table to go to.
No team may start until all teams and tables are assigned. They should return to their team's table 5 minutes before the period ends at your signal.
Ask them to be quiet and then let them start. If they finish ahead of time, they should report to you. (Allow them to browse but not to disturb the other searchers.)

End of the game - Call students back to their home tables.
Announce the winners.
While the rest of the class is lining up, give out the prizes (Usually one page of a sticker book).

TREASURE HUNT BOOKS

DIRECTIONS: Inside the pocket of the books checked with red, you will find a piece to a puzzle. After you have found all eight pieces, put the puzzle together, if you can. Use the call numbers to find the books.

152.1 B	Brenner, Barbara. Faces.
422 M	Adelson, Leone. Dandelions Don't Bite.
511 O	O'Brien, Thomas C. Odds and Ends.
574 S	Selsam, Millicent. Is This a Baby Dinosaur?.
581 B	Bancroft, Henrietta. Down Came the Leaves.
598.1 Z	Zim, Herbert. Snakes.
811 T	Thayer, Ernest. Casey at the Bat.
998 South O	Owen, Russell. Conquest of the North and Poles.

* * *

ARRANGEMENT OF MATERIALS - GRADE 5

DEVELOPMENTAL CONCEPT

Fiction books are arranged alphabetically by the author's last name.

PROCEDURE

Review concepts and procedures introduced in fourth grade.

MATERIALS

*Transparency: Example of fiction shelf.

Create a bibliography on a computer Data Base. Call number, author, and title on subject. Must have fiction and nonfiction books 10 books long. Have copies posted. Students may wish to work together.

****

DEVELOPMENTAL CONCEPT

The Dewey Decimal system of classification is used to locate books in the library.

PROCEDURE

Review concepts and procedures introduced in fourth grade.

Explain that decimal numbers show further subdivisions of a subject.

Use call number mix-ups to review Dewey shelving order.

"Build" the class number for Champaign County 977.366.

9 - History and Geography
7 - North America
7 - North Central States
.
3 - Illinois
6 - Central Illinois
6 - Champaign County.

MATERIALS

*Transparency: Example of nonfiction shelf.

Polette, Nancy. Basic Library Skills. Transparencies #7 and #8.

Worksheets or cards with similar but different call numbers.

46

INTEGRATED CLASSROOM ACTIVITIES

Arrange this unit to coordinate with math lessons on decimals and fractions.

Set up an area in the classroom where a set of books on each of the fifty states can be placed.

A worksheet for each child will be published.
Worksheet:

1. Utah is represented by what number? Is this number more or less than Illinois?
2. Colorado is represented by what number? Is this number more or less than Iowa?
3. Arrange the books in numerical order on the shelves.
4. Do the larger numbers represent the East or West coast?
5. Tell how much larger the number for Montana is than the number for: Michigan
   North Carolina
   New Hampshire
   Maryland
   Alabama.

****

DEVELOPMENTAL CONCEPT

A book about a real person is called a biography.

Individual biographies are found under 921 on the nonfiction shelves in alphabetical order by the last name of the subject.

Biographies may be found in card catalog by subject not always by person.

PROCEDURE

Help pupils see why biographies are shelved according to subject and not by author as with other books.

Share several samples of biographies.

Have each child pretend that a biography has been written about himself and tell the class the call number it would have.

Game: Have one child challenge a classmate with a question like, "What is the call number for a book about George Washington?" If the question is immediately and accurately answered, the challenger sits down and the child that gave the correct answer makes up a new question and challenges another student.

Have class list 3 subjects they would be interested in reading about or 3 careers they might like to have when they grow up. Use card catalog to locate a biography on subject.

MATERIALS

Filmstrip: "Biography". Literature for Children-Series One. Piped Piper.

Polette, Nancy. Basic Library Skills. Transparency #9.

*Transparency: Example of biography shelf.

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THE CARD CATALOG

THE CARD CATALOG - GRADE 3

DEVELOPMENTAL CONCEPT

The call number indicates the type of material and gives its location in the library.

The card catalog can help to locate materials in the library.

PROCEDURE

Line up students alphabetically by last names and point out that they are arranged in the same way authors are arranged in the library. Tour the library identifying fiction, nonfiction, and reference sections and pointing out call numbers and shelf arrangement.

Demonstrate how spine labels and catalog cards work together to help locate materials.

MATERIALS

Kit:"Using the Card Catalog". Libraries Are for Finding Out. Sunburst Communications.

INTEGRATED CLASSROOM ACTIVITIES

Students will make catalog cards for books they've created in the classroom. They may develop a class card catalog of materials they develop during the school year.

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DEVELOPMENTAL CONCEPT

Catalog cards give information about library materials.

Catalog cards are filed alphabetically.

Drawer labels indicate contents of the drawer.

Guide cards help find information quickly.

Materials may be found by looking up the author, title or subject of the material.

PROCEDURE

Compare the book with the information on the cards.

Use transparency to go briefly over information on the card.

Concentrate on the call number.

Assign each child the catalog drawer that corresponds to his/her last name.

Guide them to discover the relationship between the drawer label and the contents of the drawer.

Distribute photocopies of sample cards. The students will correctly identify author, title, and subject cards, then alphabetize them.

Assign each child a letter of the alphabet. Students will each list as many subjects as they can beginning with that letter. The librarian will select one which is known to be rich in related material. The student will search the card catalog for that subject and correctly record the author, title, and call number for three different items.

Have catalog drawers on each table with 3 paperclips in the back. Pairs of students must find examples of author, title, and subject cards and mark them with clip. After teacher or librarian checks, student returns drawer to proper place.

MATERIALS

Transparencies of one set of cards for a popular book and the corresponding book.

A photocopied set of several catalog cards for each catalog drawer.

Sound Filmstrip: "Locational Skills: The Card Catalog", Library Skills from Cover to Cover. Eyegate, 1981.

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THE CARD CATALOG - GRADE 4

DEVELOPMENTAL CONCEPT

The card catalog is an index to all the materials in the library.

The card catalog contains an author, title, and subject card for each piece of library material.

The catalog card gives detailed information about the book, including author, illustrator, title, publisher, copyright, call number, subject, pages and annotation.

Orange-banded cards indicate audiovisual material.

PROCEDURE

Explain that the card catalog is a help in finding the addresses of library materials. Explain its arrangement and purpose comparing it to an index in a book.

Review and discuss the terms author, title, publisher, illustrator, copyright date, and call number. Using oversized card or overhead transparency, show the relationship between the title page of a book and the catalog card. Identify tracings and explain.

Explain and discuss author, title and subject entries. Using large cards, overhead transparencies, or a flannel board, drill students on the parts of a card.

Children take turns answering such questions as:

1. What is the author's name?
2. How many pages does the book have?
3. Does the book have pictures?
4. What is the publisher's name?
5. What year was the book copyrighted?
6. What is the title of the book?
7. What is the call number?
8. Is this an author, title, or subject card?
9. Under what letter in the card catalog will this card be found?

Show how the addition of a title or subject to the top of the card changes the type of card and its location in the card catalog.

Play Card Catalog Bingo. (See page 54.)

Introduce simple filing rules as:

1. "A", "An", and "The" don't count if they are the first words in a title.

2. Author's names are filed by their last names.

Point out guide letters on the drawer fronts and guide cards in the drawers; compare in function and form to guide words in a dictionary or encyclopedia.

Given a set of photocopied cards, students will locate the corresponding drawer, then will correctly match the photocopies with the actual card.

For a culminating activity see Treasure Hunt Materials. (Following)

Pairs of students will use question cards and corresponding catalog drawer. Librarian can check immediately with answer cards. (Questions asking for numbers may vary as new cards are added; have student explain variations.)

MATERIALS

Polette, Nancy. Library Skills for Primary Grades. Page 10.

Polette, Nancy. Basic Library Skills. Page 5.

*Transparency comparing title page and catalog card.

*Transparencies or chart or flannel board representations of several catalog cards. Overlays on transparencies or tabs on others can change an author card to a title or subject card.

Card Catalog Bingo (Following)

Sound Filmstrip Meet the Card Catalog. Library Filmstrip Center.

Photocopies of 10 cards from each drawer of the card catalog

*Transparency of a drawer from the card catalog showing guide cards

Treasure Hunt Materials

Prepared question cards for drawers in the card catalog that ask question where title, author, and subject cards must be used. (See sample following)

INTEGRATED CLASSROOM ACTIVITIES

At the beginning of a major classroom unit of study, explain to the students that they are going to gather a collection of materials for classroom use. The teacher should explain to them the scope and objectives of the unit they will be studying.

Have the students brainstorm all the possible subject headings that might apply to this unit. Encourage divergent thinking and accept all answers. Write these on a blackboard or overhead transparency. Then go back and group some subjects together into valid subject headings. The teacher may wish to add some at this point. When the final list is complete, divide the class into committees and assign each group of children one subject heading to research. They are to gather all available material. The actual searches may take place at a later time when the children can come to the library in small groups. As a second step, they should evaluate the materials for appropriateness, content, readability and so forth.

Prepare a form for students to complete in each piece of appropriate material giving author, title, publisher, date, call number and pages, if applicable. Use these completed forms to compile a bibliography to be distributed to all students in the class.

2. Relay Race - Make a set of 3 x 5 cards with subjects, authors, and titles that relate to a topic studied in the classroom. Divide the class into two teams. Each student is given a card to examine and one at a time from each team they walk quickly to the card catalog drawer in which the item on their card can be found. After checking by the librarian, the students return to their teams and the relay continues. With additional practice they may progress to finding the correct card in the drawer in a future game.

3. Each student will produce an author, title, and subject card for the booklets produced in "Parts of the Book" activity. They will interfile these cards in a shoebox card catalog or file them on top of the rod in the card catalog.

TREASURE HUNT

Materials: Six sets of 8 to 10 clues. Each set on a different color construction paper. Six "treasures" (small bags of cookies or candy to be distributed among all team members).

Set Up: Arrange each set of clues in a different sequence and number them. Hide the clues in the sources you've selected, keeping the first clue to give to the team. Hide a one-team sequence at a time - it's easy to get mixed up!

Examples:

Given to "Pink" team with note, "Your number is 10".	1.	Caddie Woodlawn is a very popular book in our library. Did you know there is another book about her, also? The title has a word in it that is a food we like to eat in the summertime.
Hidden on page 10 of Magical Melons.	2.	I'm looking for a book I can use to make up a secret code. The card catalog tells me this is written by Sam Epstein.
On page 10 of First Book of Codes & Ciphers.	3.	Some of the silliest stories in the library can be found in this book by Maria Leach. See if you can find it. Its title has the word "Nitwits" in it.
On page 10 of Noodles, Nitwits and Numskulls.	4.	In one section of the library we keep a file of pictures, pamphlets and articles. Look under "Scouting" for your next clue.
"Scouting" in Vertical File.	5.	An enormous book that stands alone has a map of the Land of Lincoln. Look for the next clue there--at the state where we are right now.
School & Library Atlas Map of Illinois.	6.	Homer Price is one of the funniest boys who ever lived. If you enjoyed his adventures with the donut machine and the radio robbers, you'll probably enjoy this book about his further adventures. The title of this book is the name of the town where Homer lives.
On page 10 of Centerburg Tales.	7.	We have a holiday in February to celebrate a famous man's birthday. I'd like a book about him and the card catalog says there is one - 921 by Enid Meadowcroft. L
On page 10 of Abraham Lincoln.	8.	The fattest book in the library contains your next clue. Look up the word "atom".

In Webster's Unabridged Dictionary - "atom".	9.	An exciting mystery can be found in the "Easy" section of the library. It is written by William Pene DuBois and the title is The Alligator Case.
On page 10 of The Alligator Case.	10.	Look under the brown pillow on the stage for your treasure.

Procedure:

Each team is assigned one color and number. While every team may have the same clues, they will appear in different sequences so that no teams will be looking for the same materials at the same time.

Explain that teams will always find their clue on the page of the book that is the same as the number assigned to them. "Divide the class into six teams. Remind each team that this isn't a race. There is a treasure for everyone when the course is completed. Caution them to open books carefully so no one else's clues are lost and to replace them correctly on the shelves so that other teams can find them. Pass out the first clues to each team. Their assigned page numbers can be written on a slip inside a "Baggie" used to keep clues in as they are found.

The teams are led from one clue to the next utilizing all the library skills they have learned so far.

* * *

DEVELOPMENTAL CONCEPT

Sometimes a resource listed in the card catalog is not on the shelf.

Not everything in the library is listed in the card catalog.

PROCEDURE

Through discussion, establish the following list using a chalkboard or overhead:

Book may not be on the shelf because:
1. It is in circulation
2. It has been misshelved
3. It has been lost.

Students should identify periodicals, encyclopedia articles as not being listed in card catalog.

Point out Children's Magazine Guide, Poetry Index, Encyclopedia Index.

MATERIALS

Overhead and blank transparency.

Index volume of any encyclopedia.

Children's Magazine Guide.

A poetry index.

****

DEVELOPMENTAL CONCEPT

Subjects used in the card catalog may be called by a different name than those a user may think of first.

PROCEDURE

List the following headings on the board or overhead:
1. Animal Books
2. Cooking
3. Fish
4. Sikorsky, Igor
5. McAuliffe, Christa
6. "Mary Had a Little Lamb"

None are in the card catalog. Why?

1. Animals or Animals-Fiction
2. Cookery
3. Fishes
4 and 5. No books, but encyclopedia articles, collective biographies, books on aviation and space, periodical articles.
6. Poem - found through poetry index or in Nursery Rhyme books (see entry NURSERY RHYMES).

Show and demonstrate use of Sears, any edition.

MATERIALS

Sears List of Subject Headings. H. W. Wilson.

****

DEVELOPMENTAL CONCEPT

There are filing peculiarities in the card catalog which may warrant special mention and lesson development. For example, numbers may be filed as if they are spelled out or be filed before the rest of the cards beginning with the same letter.

Other problem areas may be abbreviations and Mac/Mc.

PROCEDURE

Explain that before the computer age began, titles that started with a numeral were filed in the card catalog as if they were spelled out, so:

Five Boys in a Cave
Five Children and It
500 Hats of Bartholomew Cubbins
Five Men Under One Umbrella.

Since computers have influenced so much of our lives, they have influenced the card catalog also. Now, new titles that begin with numerals are filed ahead of all the rest of the cards of the same beginning letter.

26 Letters
Table, the Donkey and the Stick
Tailor of Gloucester.

Many card catalogs contain titles filed both ways.

Each student will select a number and attempt to find a title card beginning with that number.

DEVELOPMENTAL CONCEPT

Just as in an encyclopedia, cross references in the card catalog will assist in finding information.

PROCEDURE

Review use of cross references in encyclopedias and indexes.

Using transparencies of cross reference cards (Horses, SEE ALSO Ponies), discuss their use in the card catalog. Give several examples.

MATERIALS

*Transparencies of actual cross reference cards.

DEVELOPMENTAL CONCEPT

Subjects are sub-divided in the card catalog, and the sub-divisions are arranged alphabetically.

PROCEDURE

Explain and illustrate the above concept using familiar subjects:

Horses
Horses - Dictionaries
Horses - Diseases
Horses - Fiction
Horses - History
Horses - Pictorial Works
Horses - Training

CARD CATALOG BINGO

MATERIALS

30 game cards made from 8 1/2" x 11" sheets of tag board. On each sheet are pasted four catalog cards, either duplicates or discards. Each sheet should contain an author, title, and subject card and an extra of any one of those. All cards should represent different titles with NO duplication.

Book cards For each title represented on the game cards, there must be a 3 x 3 card with the author, title, and call number on the front. The reverse may list such items as publisher, number of pages, subject, illustrator, and copyright date.

PROCEDURE

Each student is given one game card. If there are extra cards, they may be distributed to those capable students who choose to play with more than one card.

The librarian selects one book card from a shuffled pack and reads the title and author aloud. The student who is able to locate the catalog card for that title on his or her game card, responds by giving the correct call number as shown on the catalog card. The book card is then placed on the game card covering the corresponding catalog card. When one student has covered all four catalog cards on his game card, he is declared the winner. Variations in responses can be made as children become more expert, so that publishers, copyright dates, illustrators, etc. may be given instead of call numbers.

PARTS OF THE BOOK

PARTS OF THE BOOK - GRADE K

DEVELOPMENTAL CONCEPT

AUTHOR - A story is a creation of a person called an author.
Authors may have written more than one story.
The author's name is not always known.

TITLE - Each story has a name.
The title is also the creation of the author.

ILLUSTRATOR - The person who draws or paints the pictures is the illustrator. The author and illustrator may be the same person.

SUBJECTS - Stories can be about anything.

PROCEDURE

Every time stories are read, point out the author's name and any other titles written by that author.

Explain how some written stories are "retold".

Read a story and have class suggest titles.

Use an example from an ABC or Mother Goose book to show how different illustrations portray the same subject.

Point out the names of illustrators as stories are read.

Explain that the librarian can help find books about particular subjects.

MATERIALS

Pictures of authors of stories read.

Some old and familiar fairy tales with anonymous authors.
Zion, Gene. Harry the Dirty Dog.
Keats, Ezra. Snowy Day.
Udry, Janice. A Tree is Nice.
Ward, Lynd. The Biggest Bear.
Johnson, Crockett. Harold and the Purple Crayon.

****
****

PARTS OF THE BOOK - GRADE 1

DEVELOPMENTAL CONCEPT

Title and author's name appear on library books in several places:

- cover
- spine
- title page
- circulation card and pocket.

Stories are made of written words or pictures and 1st graders can find a book they can read.

Library books are different from personally-owned books. They have letters on the spine, a borrower's card and pocket, and the library's property stamps.

PROCEDURE

Define and show examples of:
- spine,
- cover,
- title page,
- circulation card and pocket.

Point out title and author in stories the children know.

Use story hours to introduce one title of an author. Send collection of other books by the same author to the classroom.

Use a group of books and place author's name on cards. Have students identify last name.

MATERIALS

Danes, Margaret. Stepping Stones to the Library. Worksheet page 18.

Cards with authors' names:
- Syd Hoff
- Dr. Seuss
- Russell Hoban
- Margaret Hillert.

Duvoisin, Roger. Petunia.

****

PARTS OF THE BOOK - GRADE 2

DEVELOPMENTAL CONCEPT

Review author.

Expand on title: Title can help tell contents of the book.

Illustrators choose different methods to illustrate their stories.

PROCEDURE

Cite some titles and have class suggest the content of the story. (Suggestion: Harry the Dirty Dog, The Snowy Day, Play With Me.)

From illustrations, suggest mood:
funny (James Stevenson, Dr. Seuss)
exciting (McDermott, Wildsmith, Piatti)
quiet (Ets, Hoban).

Show examples of drawn illustrations: (Van Allsburg), painted illustrations (McCloskey-Time of Wonder, Hall-Ox Cart Man) and collage (Keats, Lionni).

MATERIALS

Sound filmstrips: "Enjoying Illustrations". Literature for Children, Series 3. Pied Piper.

Any sound filmstrip about individual author/illustrators, and picture books. Many are available from Weston Woods, Pied Piper, Random House/Miller Brody.

16mm. films available from Champaign County Film Cooperative.

* * *

DEVELOPMENTAL CONCEPT

Title Page- The title page can tell the reader many facts about the book: Author, title, publisher, place of publication, illustrator and date of publication.

PROCEDURE

Point to the title page using an oversize book or transparency of title page.

Define: Publisher-the company that arranges for the printing and sale of a book.
Place of publication-the city where the book is published.
Copyright date-the year a book is published. The copyright insures that no one may copy the author's work without permission.

Review - Author,
Illustrator.

Discuss why a title page is helpful.

MATERIALS

Polette, Nancy. Library Skills for the Primary Grades. Page 5.

Schlessinger, Bernard. Learning to Use the Library Skill Book A. Page 11.

Parts of a Book and How to Use Them.

****
****

PARTS OF THE BOOK - GRADE 3

DEVELOPMENTAL CONCEPT

Publisher is the company that arranges for the printing and sale of the books.

Copyright Date is the year the book was published.

PROCEDURE

Discuss role of publisher and how to find publisher and place book was published.

Discuss importance of the copyright date, particularly with nonfiction books.

After children have books, find oldest one, newest one, one written in birth year.

MATERIALS

Assortment of books appropriate for this age group.

****

DEVELOPMENTAL CONCEPT

Knowing the different parts of a book and what they tell you can help you to use the information in the text more effectively.

The Table of Contents is a list in the front of the book giving the sections the book contains in the order of their appearance in the book.

Copyright dates should be noted when current information is desired.

The Index is an alphabetical listing of the subjects treated within the book. It is the key to the page location of materials on each topic and is usually at the back of the book.

PROCEDURE

Review: Author, title, illustrator.

Define: Table of Contents, Index, Copyright Date.

Define: Chapter - Show examples from an easy fiction book and a nonfiction book.

Read a short nonfiction book with multiple copies and pull out Key words and subjects. See if these are listed in the index.

MATERIALS

Polette, Nancy. Library Skills for Primary Grades.

Schlessinger, Bernard. Learning to Use the Library, Book A.

SFS-"Enjoying Ilustrations", Literature for Children.
Pied Piper Production.

SFS-Story of a Book, Pied Piper Publications.

****

PARTS OF THE BOOK ACTIVITIES - GRADE 3

Index Bingo

This game is designed to give practice in placing subtopics under topics. There are four players and each is given a card, labeled with a topic. The topics are: Automobiles, Electricity, Clothing, Swimming. One player draws subtopic cards from a box and reads the phrase. If the player thinks the phrase applies to his topic, he covers a square. The winner is the one covering the 9 squares on his card first. Subtopic cards are: wiring, sparks, trunks, wheel, tire, battery, cylinder, fuse, toaster, meter box, generator, high tension, voltage, power company, carburetor, shirt, cap, suit, water, butterfly, diving, splashing, surfboard, racing, free style, floating, boot, jeans, belt, overcoat, slacks.

Index Maker

The student chooses a "book", then chooses five index entries, and fastens them with paper clips to the book. The book can be a piece of paper folded lengthwise with a title on the front. Five paper clips are placed along the inner edge. The topic cards are about 2" x 4" in size. This activity can be timed.

Possible Titles:	Fire: Friend or Foe	Insects	
Index cards could be:	matches	bees and honey	cockroaches
	history	ants	history
	manufacture	stinging	harmfulness
	fireplaces	termites	flies
	forest fire	grasshoppers	types
	camping	mosquitoes	dangers
	house fires	diseases	control
	fire prevention		

Chapter Rummy

There are four players and each is dealt a "Chapter" card which he looks at and places face down in front of him. Headings of chapter cards are: Chapter I Water, Chapter II Soil, Chapter III Animals, Chapter IV Air. Sixteen subtitle cards are dealt. By drawing one card from each other in sequence, the player wins who first completes his appropriate set of subtitles.

Subtitle Cards:

River Pollution
Ocean Pollution
Chemicals in Water
Detergents in Water
Normal Soil
Preventing Erosion
Soil Enrichment
Soil Nitrates
Wildlife and Highways
Herbicides and Animals
Protected Species
Car Exhausts
Factory Smoke
Air Analysis
Air Purification
Wilderness for Animals

PARTS OF THE BOOK - GRADE 4

DEVELOPMENTAL CONCEPT

You can learn the details of a book's production by reading the title page.

Review terms: Title page,
Author,
Title,
Publisher,
Illustrator,
Copyright date,
Table of Contents.

Define glossary - a dictionary of special words used in the book.

The Preface, Introduction, and Foreword contain facts about the book and the author.

The Dedication is the author's expression of love, admiration, or appreciation for another person. It follows the title page.

An Appendix at the back of the book gives added information, usually in chart, list, or map form.

The Bibliography is a list of references which the author used in writing the book or additional books on the subject that are suggested for further reading.

PROCEDURE

Define terms. Have students examine textbooks in order to identify and locate the various parts of a book.

Design a title page for Kellogg's Island of the Skog. Do not show title page but provide pertinent information. Show many examples of how other title pages are set up.

Show SFS How a Picture Book Is Made.

Show 16mm. film Story of a Book and discuss the various craftsmen and artists who are involved in the production of a book.

Emphasize the importance of recent information in certain subject
areas such as science. Also discuss the areas where it may not be essential such as folklore or poetry.

Examine textbooks to find bibliographies.

Have students compare the table of contents and the index of the
textbooks in content and arrangment.

MATERIALS

*Transparencies: Title pages of books (samples),
Table of contents (samples),
Index pages (samples).

Aliki. How a Picture Book is Made.

16mm. film: Story of a Book. #1349. Available from Champaign County Film Cooperative.

Danes, Margaret. Stepping Stones to the Library. Dittoes 21, 22 and 26.

Schlessinger, Bernard. Learning to Use the Library: Skill Book A.

Sound Filmstrip "How a Picture Book is Made'. Weston Woods.

Out-of-date and current book on space travel or other areas of interest.

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****

PARTS OF THE BOOK GAME - GRADE 4

Set up the board as follows:

Make cards for each part of the book.
Hang card chart from the movie screen.
Put the card that says "Beginning" on the top left, and the one that says "End" on the top right.
Put all the other team cards on the bottom standing up rather than across on the bottom.

Divide the class into two teams. Choose a scorekeeper.

Your job will be to keep time and call on the contestants. The objects of the game are to tell whether the part on the cards is at the front or back of the book and to identify what the part is.

Play of the Game:

1. Call on students in the order thay are sitting and remind them they may not help any of their players. If they do, the question will go to the other team.

2. The first student has 20 seconds to select a card and put it under either of the headings - Beginning or End. This should correspond to where the book part will be found in the book. If he gets it right, his team gets 5 points and has the opportunity to get five more by having the next person identify what the part of the book is. If that next person doesn't know, the next person has a chance for 3 points to identify the part.

3. If no one on the team can identify the part for the 3 or 5 points, or has misplaced the part of the book, the other team can get 3 points if they can identify the part. Call on players in order so everyone gets a chance to either pull a card or answer a question.

4. If neither team can identify the part, grant one point to any student who can. Alternate teams for answers. You may tell them if still no correct answers.

EACH TEAM SHOULD GET 7 QUESTIONS, though they may get more points by answering the other team's missed questions.

ANSWERS FOR THE BOARD

Part of book	Place in Book	Definition
ACKNOWLEDGMENT	Front	Thank-you note to someone who has helped with the book in some way.
APPENDIX	Back	Gives added information, usually in chart, list or map form.
BIBLIOGRAPHY	Back	List of books the author may have used when writing the book or recommended for further reading.
COPYRIGHT DATE	Front	The year the book was published.
DEDICATION	Front	The person for whom the book was written.
FOREWORD (Preface or Introduction)	Front	Tells about the purpose and scope of the book.
GLOSSARY	Back	A dictionary of words used in the book.
ILLUSTRATOR	Front	Person who drew the pictures.
INDEX	Back	List of subjects in the book in alphabetical order and the pages on which you will find them.
LIST OF ILLUSTRATIONS	Front	A List of the pictures in the book and pages on which you will find them.
PUBLISHER	Front	Company that made the book. Found on the title page.
TABLE OF CONTENTS	Front	List of the chapters in the book and the pages on which they start.
TITLE PAGE	Front	A page that tells you the author, title, illustrator, publisher, and place of publication.

NOTE: You might want to mention that it is important for the chooser of the card to be sure he knows where the card goes and be sure the next person will be able to tell what it is he has chosen.

PARTS OF THE BOOK - GRADES 5 and 6

DEVELOPMENTAL CONCEPT

Review those concepts developed in fourth grade.

The Appendix is a section at the back of the book that contains additional information in the form of maps, charts, graphs or lists.

PROCEDURE

Ask for the location in a book of the following:

- Author's name
- Copyright Date
- Publisher
- Index
- Appendix
- Dedication
- Complete Title
- Table of Contents
- Glossary
- Bibliography
- Preface
- Foreward.

MATERIALS

Nonfiction books with examples of Appendix, Dedication, Glossary, Foreword, Index, Bibliography, Preface.

Social Studies textbook.

INTEGRATED CLASSROOM ACTIVITIES

Compile lists of 5 books printed after 1980 on various topics.

Students may check the card catalog for books listed in the textbook bibliographies. Lists of those available in the library can be distributed to the class.

* * *

A TIME LINE ON ANCIENT EGYPT

from Land of the Pharoahs by Leonard Cottrell

1. Does the book Land of the Pharoahs have a section that will be helpful in answering questions about events that occurred in ancient Egypt and the rest of the world between the years 4000 B.C. and 500 A.D.? ________________

2. What is the section called? ________________

3. In what part of the book is it located? ________________

Use this section to answer the following questions:

1. What ruler of Egypt died about 1350 B.C. after the peak of civilization? (Tutankhamen)
2. When did the Exodus of Jews from Egypt occur? (About 1200 B.C.
3. Did Cleopatra live during the time Egypt was ruled by Nubians? (No)
4. What conqueror of Egypt founded the capitol at Alexandria? When? (Alexander the Great, 332 B.C.)
5. From the chart tell what was happening in the Near East, Africa, and Asia when Nemes united the Nile people. (City-state civilizations developed from farming settlement in Tigris-Euphrates-Near East. First farmers in Indus Valley-Asia)
6. Did the warrior kings of Egypt drive the foreigners from Egypt before or after the Fall of Troy? (Before)

ENCYCLOPEDIAS

ENCYCLOPEDIA - GRADE 3

DEVELOPMENTAL CONCEPT

Encyclopedias are sets of reference books that contain information about a variety of topics.

PROCEDURE

Compare encyclopedias and dictionaries.
1. Entries in alphabetical order.
2. Both have guide words.
3. Entries are in bold-face type.

Point out differences in function of encyclopedia and dictionary entries by comparing information given. Look at the words horse or stars in each reference source.

MATERIALS

Polette, N. Library Skills for the Primary Grades.

Using An Encyclopedia, Part One. World Book. Pages 2 and 3.

Set of encyclopedias.

****

DEVELOPMENTAL CONCEPT

Topics in encyclopedias are usually arranged in alphabetical order.

Letters on the spine of each volume and the guide word inside help us find topics quickly and easily.

PROCEDURE

Define "topic" and discuss the scope of the encyclopedia. Point out volume numbers and letters and show relationship to text material.

Discuss the alphabetical arrangement of topics. Define "topic" and "article". Explain that topics in an encyclopedia must be of interest to people throughout the nation. Ask: Would these topics be in the encyclopedia? Airplanes? The U. of I. football team? Weather? The Boneyard Creek? The President of the U.S.? Urbana? Illinois? Crystal Lake Park? Yellowstone Park? What events are included? Wars? Spaceflights? What ideas? Peace? Superstition? Democracy?

Have each student browse through an encyclopedia and find one assigned broad topic and identify one fact.

MATERIALS

*Transparency of set of encyclopedias, showing some split-letter volumes.

Using an Encyclopedia, Part One. World Book. Pages 4 and 5.

****

DEVELOPMENTAL CONCEPT

Guide words are an aid to finding topics quickly and easily.

PROCEDURE

Define guide words (show 1st and last topics on a page) and review their use.

Point out guide words on transparency of encyclopedia page.

MATERIALS

*Transparency of a sample page from an encyclopedia.

Using an Encyclopedia, Part One. World Book. Page 8.

****

DEVELOPMENTAL CONCEPT

Valuable information is found in captioned illustrations, charts, maps, and graphs.

Maps are an important source of information in encyclopedias.

PROCEDURE

Show by means of examples that illustrations, charts, etc., provide information of value to the reader.

Share some different types of maps that will correlate with Indian or U.S. theme.

Interpret (with class participation) some of the information presented.

MATERIALS

*Transparencies of examples from World Book or encyclopedia reprint.

*Transparencies of examples of population, products, Indian Settlements, etc.

INTEGRATED CLASSROOM ACTIVITIES

Use North American blank map and shade in areas where different tribes lived.

Use U.S. map and tell what rivers the different Indians might have used for transportation.

****

DEVELOPMENTAL CONCEPT

"Keywords" help us find topics quickly and easily.

PROCEDURE

Define "Keyword" of a question. Have students identify Keywords in a series of questions, such as "What kind of animal is a pika?" or "What kind of work does a geologist do?"

MATERIALS

Using an Encyclopedia, Part One. Chicago: World Book, 1983. Page 7.

****

DEVELOPMENTAL CONCEPT

The index is an alphabetical listing of all the topics found in the encyclopedia.

PROCEDURE

Show the index volume from an encyclopedia. On a transparency of a page from an encyclopedia index, point out the alphabetical arrangement, and for a particular entry, the symbols for volume and page number.

MATERIALS

*Transparency of a sample page from an encyclopedia index.

ALPHABETICAL ORDER

Directions: Put each group of words and phrases in alphabetical order. (Number 1 on the line for the one that comes first, 2 for the one that comes next, and so on until all the words are in the order they would be found in the encyclopedia.)

1. _____ Salami

_____ Bologna

_____ Ham

___ Turkey

_____ Liver

2. _____ Banana

Button

_____ Baseball

_____ Balloon

_____ Brown

3. _____ Rescue

_____ Republican

_____ Revolution

_____ Research

4. _____ Redox

_____ Red Sea

_____ Redmond, Ed.

_____ Redcoat

Directions: Circle the one that comes first.

1. Trouble or Terror
2. Dead Sea or Deadline
3. Redwood or Red Sea
4. DeSoto, Hernando or Des Moines
5. Dinosaur or Dinosaur Canyon
6. Dog Sled or Dog Show
7. Dolphin or Dolomite

LOCATING ENCYCLOPEDIA TOPICS

Directions: Write the number of the volume in which you would look for the topics given below.

__________ 1. William Penn

__________ 2. Rocket launching

__________ 3. Monkeys

__________ 4. Television

__________ 5. John F. Kennedy

__________ 6. Cattle raising

__________ 7. Germany

__________ 8. Pennsylvania

__________ 9. Clara Barton

__________ 10. Fish

CHOOSING THE KEY WORD OR KEY PHRASES

Underline the key word or words in each question. On the line before each question, write the letter of the World Book in which you would look for the answer. The first one has been done for you.

1. __S__ How large is South Carolina?
2. ______ Of what is an igloo made?
3. ______ Are some mushrooms poisonous?
4. ______ From what is vinegar made?
5. ______ How many stars form the Big Dipper?
6. ______ Where is Prince Edward Island?
7. ______ What did John Dewey contribute to American education?
8. ______ Who founded the Girl Scouts?
9. ______ What does an artichoke look like?
10. ______ What books did Jules Verne write?
11. ______ Where was Scott O'Dell born?
12. ______ Through which countries does the Rio Grande flow?
13. ______ Can cats really see in the dark?
14. ______ Who were some famous pirates?
15. ______ Are horoscopes scientific?
16. ______ How does a lightning rod work?
17. ______ Why was Helen Keller considered such a remarkable woman?
18. ______ Are all tarantulas dangerous?
19. ______ Who was the architect of the Washington Monument?
20. ______ Where are the Everglades located?

DEVELOPMENTAL CONCEPT

Reinforce and expand concepts developed in third grade.

****

DEVELOPMENTAL CONCEPT

Main headings and subheadings are useful in locating information in long articles.

PROCEDURE

Examine encyclopedia reprint with the students. Point out the organization of the article and show how headings and subheadings divide the information and serve as an outline. Drill by asking questions that are answered in the article. Have students see how quickly they can select a subtopic and find the answers.

Use the encyclopedia subheadings worksheet.

Coordinate subheadings with classroom curriculum at time lesson is taught.

MATERIALS

Reprints of an encyclopedia article--one for each student.

The encyclopedia subheadings worksheet.

A variety of actual World Book articles are available.
1-19 copies of the same reprint--$.25 each
20 or more copies of same reprint--$.20 each.
World Book-Childcraft
Station 106
Merchandise Mart Plaza
Chicago, Illinois 60654.

****

DEVELOPMENTAL CONCEPT

The index volume of an encyclopedia helps us find all the articles in an encyclopedia which are related to the topic.

PROCEDURE

Review index. Show by means of examples that often the index will lead to information that would be missed by looking directly at the main topic.

Example: See not only FLEA F:205
but:
CAT C:218c-218d
DOG D:230b
INSECT (picture on) I:22
PARASITE (picture on) P:134

Explain indexing details as:

1. Alphabetical order
2. Letters and numbers refer to volume and page.
3. Comma in a reference means "and"; a hyphen means "everything in between".

MATERIALS

*Transparency of a sample index page from an encyclopedia.

****

DEVELOPMENTAL CONCEPT

Encyclopedia indexes are a means of locating specific information.

PROCEDURE

Point out uses of an index in locating specific information such as pictures, charts or other special features.

MATERIALS

*Transparency index page which includes some references to specific information.

****

DEVELOPMENTAL CONCEPT

Using index main topic and subtopics is important in finding specific information.

PROCEDURE

Use transparency of index page using topic, such as North American Indians. Point out main topic in heavy type, subtopics are indented. Ask questions about the topic and have students choose the appropriate subtopic.

MATERIALS

*Transparency of index page.

****

DEVELOPMENTAL CONCEPT

Cross references are used in encyclopedias to guide you to the listed topic: Example: SIGHT. See EYE.

PROCEDURE

Explain the difference between "see" and "see also" cross references.

Explain that sometimes information might appear twice in an encyclopedia and that would be superfluous, so editors use cross references to help guide you to the right place. Therg might be two names for the same thing: Indian corn - maize. Sometimes, a part of a main article explains thoroughly what could be part of a separate article: moat - castle. Sometimes a country or person will have two names: Mark Twain - Samuel Clemens.

MATERIALS

*Transparency with "see", "see also" references.

Using an Encyclopedia, Part Two. Pages 2 and 3.

****

DEVELOPMENTAL CONCEPT

A split-letter or unit-letter arrangement is used to divide the topics among the volumes of an encyclopedia.

PROCEDURE

Explain the differences between split-letter and unit-letter arrangement. Encyclopedias are word-by-word instead of the letter-by-letter arrangement of dictionary.

MATERIALS

*Transparency - unit letter arrangement.

*Transparency - split letter arrangement.

*Transparency - encyclopedia page showing guide words.

****

CROSS REFERENCES

See tells us to go to an article for information.

See also tells us to go to another article for more information.

EXAMPLE:

see
Strawflower Batchelor Buttons
see also
Lemons Citrus

1. Name the two kinds of cross-references.

_______________ _______________

2. Do you find any information on the subject when you find a "see" reference?

____

3. In what volume would you find the article referred to in these cross references:

A. BITTERWEED see RAGWEED _______________

B. DELINQUENCY, JUVENILE see JUVENILE DELINQUENCY_______________

C. TADPOLE see FROG _______________

D. NORDIC see RACES OF MAN _______________

E. MELODY see also SONGS _______________

4. In what volume did you find the first information referred to in these cross references?

A. CARDINALS see also BIRDS _______________

B. What does "see" mean when used in a cross reference?

____

C. What does "see also" mean when used in cross reference?

____

1. Blossom See ______________________________

2. Orange Hawkweed See ______________________________

3. Russian Thistle See ______________________________

4. Moccasin Flower See ______________________________

5. Hickory Pine See ______________________________

6. Acorn See ______________________________

7. Pumpkin See ______________________________

8. Lima Bean See ______________________________

ENCYCLOPEDIA WORKSHEET

1. Who was Amerigo Vespucci?
2. The outer layer of skin is called the ________________.
3. When a doctor tells you that he will have to remove your appendix, on what part of your body will he operate (Leg, chest, or abdomen)?
4. Which one of the Great Lakes lies entirely within the United States border?
5. All insects have how many legs?
6. The first airplane was flown in 1903 by __________________.
7. On what continent is the country of Tunisia?
8. What was invented by Cyrus McCormick in 1834?
9. What important product is associated with Brazil?
10. What does a camel store in his hump?
11. Name one marsupial.
12. Name the Union commander at the Battle of Gettysburg during the Civil War.

ANSWER SHEET FOR ENCYCLOPEDIA WORKSHEET

Team Members __________________
____
____

*Source should tell the year of the World Book, volume, and page of the answer.
Example: 77, WB, B, 179.

1. NAME ______________________ SOURCE ___________________
ANSWER ____
2. NAME ______________________ SOURCE ___________________
ANSWER ____

USING THE ENCYCLOPEDIA - SUBHEADINGS

In a small group, help each other to use subheadings and answer the following questions.

Look up the article on Charles Darwin.

What are the three subheadings for this article?

____

____

____

For the next three questions, tell which subheading you would look under to find the answer, and then write the answer.

1. Who was Sir Frances Darwin and what was his occupation?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

2. What was the name of his ship on his voyage?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

3. Name two books written by Charles Darwin.

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

USING THE INDEX

Encyclopedia Americana

Dragon (astron.): see Draco
Dragon (keelboat) 29-635
Dragon (lizard) 2-719
Dragon (myth.) 9-325
  Chinese art 2-480
  Flag 11-349, 350
Dragon High Temperature Reactor
  Project, Winfrith Heath,
  Eng. 9-300; 20-511u
Dragon ships 28-364
Dragon tree (bot.) 9-324

Using the section from the index of Encyclopedia Americana, answer the following questions.

1. There are seven entries for dragon shown from the index of this encyclopedia. How many of the seven different dragon entries are about the mythological dragon?

   ____

2. How can you tell that it is about the mythological dragon?

   ____

3. What are the numbers of the volumes that have information about the mythological dragon?

   ______________ ______________ ______________

4. How many pages are there in this encyclopedia that have information about mythological dragons?

   ____

* * *

ENCYCLOPEDIA - GRADE 5 and 6

DEVELOPMENTAL CONCEPT

Reinforce and expand those concepts developed in the fourth grade curriculum.

Outlines, study questions and bibliographies are often valuable parts of encyclopedia articles.

PROCEDURE

Point out the Reading and Study Guides in the World Book Encyclopedia. Discuss the possible uses of these tools.

Introduce Calendar Clue to reinforce use of encyclopedias (following).

MATERIALS

Study Guide from World Book.

****

DEVELOPMENTAL CONCEPT

Encyclopedias must be kept up-to-date and it is important to check the copyright date.

PROCEDURE

Compare articles on the same subject in an old edition and a new edition of the same encyclopedia. Note which subjects have added or changed information and which have similar content.

MATERIALS

Volumes from old and new editions of the same encyclopedia.
Good examples are Black History and Space.

****
****

ELEMENTARY CALENDAR CLUE

This is an adaptation of the game of the same name available commercially from:

Relative Teaching Concepts
P. O. Box 8417
Richmond, Virginia 23226

Much of the material in the commercial game is better suited for the junior high level and is used successfully at Urbana Junior High School. Most fifth grade students are only able to solve the simplest of those "mysteries".

Materials: A large chart with squares (2 1/2" x 2 1/2") for each day of the week and for four or five weeks.

An answer box with a slot in the top.

A "Super Sleuth" chart for recording the names of those who have solved the weekly mysteries.

Several sets of clues written on tag board or poster board squares (2" x 2"). Laminating will help preserve them.

SAMPLE CLUE SETS

Sunday - Country

Monday - I am the smallest continent and the largest island in the world.

Tuesday - I am between 10o41’ and 43o39’ south latitude and between 113o9’ and 153o39’ east longitude.

Wednesday- The Great Barrier Reef extends along my eastern coast. It is the largest coral formation in the world.

Thursday - My capital is Canberra.

Friday - Some of my interesting inhabitants are the kangaroo, koala, platypus, and dingo.

Saturday - Australia

Sunday - City

Monday - If you visit me, you can compare the size of the Wright Brothers' "Kitty Hawk" with modern airplanes and visit the National Gallery of Art.

Tuesday - I am the home of the famous FBI laboratory and the Bureau of Engraving and Printing where money is made.

Wednesday- Here you can watch your Senators and Representatives at work in the Capitol building.

Thursday - There are three famous memorials to three famous presidents here.

Friday - The President of the United States lives here.

Saturday - Washington, D.C.

Sunday - Sport

Monday - I was developed in 1887 by George W. Hancock in Chicago. I was originally played indoors.

Tuesday - I began to be played outside in 1895. Now I am played all over the world in more than 40 countries.

Wednesday- I am similar to baseball. I am played on a smaller field but I am larger than a baseball.

Thursday - I am played by both men and women, boys and girls. I can either be fast or slow pitch.

Friday - My game lasts for seven innings.

Saturday - Softball

Sunday - State

Monday - I rank 21st in size among all the states, and I am the largest of the Southern states.

Tuesday - Some of my nicknames are "Empire State of the South", "Peach State", and "Goober State".

Wednesday- Many Civil War battles were fought on my soil. I have a famous monument called Stone Mountain.

Thursday - The first people to live in what is now my state were prehistoric Indians called Mound Builders.

Friday - President Carter was born in my state and once served as governor.

Saturday - Georgia

Several additional sets of clues are available for copying from the Thomas Paine Library.

Procedure:

On Friday evening post a clue for Sunday and Monday. Beginning Monday morning students may submit their solutions to the Answer Box. Each student is only allowed two solutions per week.

Monday evening remove all answers from the box, clip them together, label them "Monday" and put them in an envelope in your desk. Post the clue for Tuesday. Repeat this procedure daily.

On Friday evening the names of those who correctly solved the mystery should be recorded on the Super Sleuth Chart with the dates for that week. Be sure to list Monday's sleuths first, Tuesday's next, etc. Saturday's answer should also be posted.

Post clues for Sunday and Monday.

"Super Sleuth", an adaptation for younger children, is also available from Relative Teaching Concepts.

PERIODICALS AND THEIR INDEXES

PERIODICALS AND THEIR INDEXES - GRADES K-3

DEVELOPMENTAL CONCEPT

Magazines contain information in a highly popular form and may be a source for browsing.

PROCEDURE

When student will not be checking out books during regular library browsing time, direct them to magazine area for good reading.

* * *

PERIODICALS AND THEIR INDEXES - GRADES 3 and 4

DEVELOPMENTAL CONCEPT

Magazines have many types of material arranged by departments.

The table of contents lists all the articles within each issue.

PROCEDURE

Have the children each examine a magazine of interest to them, and note the similarities and differences to books. Some points might be many articles or stories rather than one, many authors rather than one, advertising, soft cover, number of pictures and so on. Point out the wide variety of magazines available from the library.

Have students locate the table of contents in their magazines and discuss its use.

Have students locate the date of the issue. Identify which are monthly periodicals and which are weeklies. Point out that special care must be taken to avoid damage to magazines. Review check-out procedure.

MATERIALS

A collection of children's magazines on every student table representing a wide variety of titles.

INTEGRATED CLASSROOM ACTIVITIES

Classroom teachers may use the works of children which have been published in magazines such as "Jack and Jill" and "Cricket" to stimulate creative writing projects in their classrooms. Some students, with encouragement, may want to submit their own work for publication or they may be interested in writing a letter to the editor of their favorite magazine.

Small research reports (written or oral) may be prepared using a set of Science magazines such as "National Geographic World", "Ranger Rick", "Odyssey", etc.

* * *

PERIODICALS AND THEIR INDEXES - GRADE 5

DEVELOPMENTAL CONCEPT

The Children's Magazine Guide is the key to up-to-date information found in many magazines for young people.

Magazine indexes can help you find information quickly.

Although information about articles is listed, the actual articles aren't there.

Articles are listed alphabetically by their subjects.

Lists of all magazines indexed are inside the front cover.

PROCEDURE

Ask students which magazines they read.

Ask "Why do you read magazines?"

Ask students how they would find an article they wanted if:

1. They could not remember which magazine or issue the article was in.
2. The magazine had been lost.

Show filmstrip "How to Use Children's Magazine Guide".

Analyze entry.

Explain cumulation.

MATERIALS

Several issues of Children's Magazine Guide, including cumulated volume.

Current issues of a number of children's magazines.

Sound filmstrip How to Use Children's Magazine Guide.

*Transparency - partial list of periodicals indexed.

*Transparency - sample page.

*Transparency - illustrating the concept of cumulation.

*Transparency - one entry.

Chart: How to Use the Children's Magazine Guide. Children's Magazine Guide.

Sound filmstrip Reference Aides-Part II. Library Filmstrip Center. Frames 46 through 66.

INTEGRATED CLASSROOM ACTIVITIES

Using the Children's Magazine Guide, students will locate a magazine article on a topic they find of interest.

***

PERIODICALS AND THEIR INDEXES - GRADE 6

DEVELOPMENTAL CONCEPT

The Abridged Readers Guide is an index to many periodicals.

A variety of magazines are indexed.

Entries are listed by author and subject.

PROCEDURE

Explain concept of cumulation and discuss quarterly and annual cumulation of The Abridged Readers Guide.

Explain that the same subjects may not be listed in each guide and that some subjects may have more information in one guide than another.

MATERIALS

*Transparency - partial list of periodicals indexed.

*Transparency - sample page.

*Transparency - author and title entries.

*Transparency - illustrating the concept of cumulation.

Sound filmstrip Reference Aides, Part II. Library Filmstrip Center. Frames 47 through 66.

Pamphlet -How to Use the Reader's Guide. H.W. Wilson.

Chart - "Chart R", Your Library Series. Ideal School Supply.

INTEGRATED CLASSROOM ACTIVITY

Play "Indexo".

Xerox pages from different guides, using selected letter of alphabet.
Call out various subjects listed under selected alphabet letter.
Students will mark an "X" by subject called, if it is on their sheet.

****

DEVELOPMENTAL CONCEPT

Periodicals are available for just about every conceivable interest.

Information for ordering them is available in each issue.

PROCEDURE

Distribute magazines.

Introduce some titles by category, i.e., Science, Hobbies, News.

Have students hold up titles that fit the category.

Locate some parts of magazines, i.e., Table of Contents, Order information, etc.

Have children find order information and copy name, address, cost on issues for one year of one of the magazines.

MATERIALS

Collection of a wide variety of magazine titles.

* * *

PERIODICALS AND THEIR INDEXES - GRADES 7 and 8

DEVELOPMENTAL CONCEPT

The Reader's Guide to Periodical Literature is the key to information in many popular magazines.

PROCEDURE

Students will already have chosen topics for reports.

Show a copy of the Reader's Guide and explain the lists and abbreviations used.

Show a transparency of an entry and explain the parts.

Distribute leaflets of sample entries.

Explain various types of entries shown in the leaflet.

Have students look up subject headings in the leaflet and explain entries to the class.

Describe arrangement and location of periodicals.

Part of the class will use the Reader's Guide and the rest will begin with the card catalog. They will switch when Reader's Guides become available.

Give individual help as needed.

Each student will find at least one article on his or her topic.

MATERIALS

Reader's Guide to Periodical Literature.

Sample entries.

*Transparency of entry.

* * *

GEOGRAPHICAL REFERENCE TOOLS

GEOGRAPHICAL REFERENCE TOOLS - GRADES 5 AND 6

DEVELOPMENTAL CONCEPT

Many different reference sources provide geographic information:
Card Catalog
Encyclopedias
Almanacs
Telephone Directories
Atlases
Gazetteers
Globes.

PROCEDURES

Define "Geographic".

Use transparency, page 11, Basic Library Skills, and identify any of the books that might contain geographic information. (Brief definitions of Almanac, Geographic Dictionary, and Atlas may be necessary at this time.)

Use a transparency containing 10-12 reference questions, some of which require geographic information. Have group identify questions that need geographic answers. Identify key words and phrases of questions (review of encyclopedia skills).

Have students select key words and phrases from 10 questions requiring geographic answers.

MATERIALS

Polette, Nancy. Basic Library Skills.

"How to Use an Atlas", Library Skill Box. Troll.

****

DEVELOPMENTAL CONCEPT

Telephone Directories can be used as a local geographic tool.

PROCEDURE

Analyze the content of local telephone directory's contents. Be sure that the arrangement and purpose of each section is explained.

Use map section for exercise in locating city limits, main streets, and have children plan a route to a local attraction from their school.

Introduce Index-references for locating items on maps.

MATERIALS

Local Telephone Directory.

Worksheets made from city map and questions about the map.

Transparency of portion of map to use when demonstrating the use of index-references.

****

DEVELOPMENTAL CONCEPT

The Card Catalog can be a geographic tool.

PROCEDURE

Introduce card catalog as a source of geographic information.

Practice identifying author, subject, and title cards for books and other media about geographic areas.

Emphasize the importance of identifying the subject card and introduce extended subject headings:

GREECE-DESCRIPTION AND TRAVEL
GREECE-SOCIAL LIFE AND CUSTOMS

Use flip puzzles.

MATERIALS

*Transparency of set of catalog cards for one book.

Worksheet for Card Catalog activity.

Flip puzzles with picture on one side and eight extended subject headings for countries of the world on the other side. When arranged in the correct alphabetical order, the picture will be correct. (See example following.)

****

DEVELOPMENTAL CONCEPT

Encyclopedias can be a geographic tool.

PROCEDURES

Introduce the variety of encyclopedias available. Since students are familiar with general encyclopedias, use this as an opportunity to introduce the "Land and People" encyclopedia (activity with this set will follow).

Use computer generated Geographic crossword puzzle to review skills in key word identification. Teams of two or three can work well and students must prove their answers to their team.

MATERIALS

Lands and People. Grolier.

Crossword Magic or other computer crossword puzzle software.

****

DEVELOPMENTAL CONCEPT

Almanacs can be a geographic tool.

PROCEDURE

Introduce Almanacs as a source of a great variety of information, much of which is geographic. Provide some examples.

An exercise is provided which will help students use the index, which is in the front of this book.
Using index listing, have the students identify subheadings that lead to other geographic facts about the U.S.

MATERIALS

Almanacs.

DEVELOPMENTAL CONCEPT

Atlases are geographic tools.

PROCEDURE

Define an Atlas as a book of maps. Have a variety available for examination.

Identify some special atlases: historical, road atlases, classroom atlases, etc.

Display some special feature maps and charts in atlases.

Illustrate the use of the table of contents with examples on transparencies.

Illustrate the use of the index in locating particular geographical sites. Use transparencies as examples.

MATERIALS

Filmstrip: "Atlases and Gazetteers", Our Library Learning Resource Center. McGraw-Hill.

Library Atlases.

"Practice Using an Atlas", EDL Study Skills Library. Educational Development Laboratories.

"More Practice Using an Atlas", EDL Study Skills Library. Educational Development Laboratories.

****

DEVELOPMENTAL CONCEPT

Geographical dictionaries are called gazeteers.

PROCEDURE

Introduce the Webster's New Geographical Dictionary as an example of a gazeteer.

Use filmstrip, "Atlases and Gazetteers".

MATERIALS

Webster's New Geographical Dictionary. Merriam.

Two sets of Lands and People. Grolier.

Amazing States. Good Apple.

Rand McNally Road Atlases.

FINAL ACTIVITY

PROCEDURE

Four stations:
- One set with encyclopedias
- One set with globes
- One set with almanacs
- One set with Lands and People Encyclopedia, Webster's Geographical Dictionary, and atlases.

Use an outline world map with individual countries numbered. Students will spend 15 minutes at each station identifying countries of the world.

Use Sound Filmstrip "Distant Lands" as the basis for a fiction book talk on books with foreign settings.

MATERIALS

Globes, atlases, encyclopedias, almanacs, Lands and People Encyclopedia.

Webster's New Geographical Dictionary.

Sound Filmstrip, "Distant Lands", Literature for Children: Series 2. Pied Piper.

FLIP PUZZLE

Attach to the back of a picture and cut on lines to form puzzle pieces.

GREECE

913.38 Fenton, Sophia Harvati
F Greece; a book to begin on; illus. by Joseph Low. Holt, Rinehart and Winston 1969.

GREECE

938 Jones, John Ellis
Jon Ancient Greece. Warwick Press, 1983
37 p, illus. (History as evidence)

GREECE-ANTIQUITIES

913.38 Boyer, Sohia A.
Gifts from the Greeks; alpha to omega, by Sophia A. Boyer and Winifred Lubell. Rand McNally, 1970.

GREECE--ANTIQUITIES

291 Desmurger, Marguerite
Stories from Greek history. World, 1963.
185 p. illus.

GREECE--ANTIQUITIES

Filmstrip The glory that was Greece. Eye Gate House, 1965.
913.38

GREECE-DESCRIPTION AND TRAVEL

914.95 Geis, Darlene, ed.
G Let's travel in Greece. Children's Press, 1961.
85p. illus. (A Let's Travel book)

GREECE--DESCRIPTION AND TRAVEL

914.95 Lye, Keith
Lye Take a trip to Greece. General ed, Henry Pluckrose. Watts (1983 c1982)
32 col illus. map.

Name ______________________________ Room ______________

GEOGRAPHICAL REFERENCES SOURCES
Almanac

Use the Index of an Almanac to find the page numbers that will answer these questions:

1. What are the biggest cities in the U.S.? _______________________
2. What is the Area Code for San Antonio, Texas? __________________
3. Does New York City have the highest crime rate? ________________
4. How much gold is produced in the United States? ________________
5. What kinds of schools are available to U.S. citizens? __________

Use the page titled "United States Facts" of the World Almanac to answer the following questions:

1. What is the name of the oldest national park? __________________
2. Leadville, Colorado is famous because it is the place of the

   ____________________________.

3. The highest mountain in the 50 United States is Mount McKinley and

   it is _________________ feet high.

4. Which state contains the rainiest spot in the U.S.? ____________
5. The largest state is ______________, and the smallest state

   is _____________________.

GEOGRAPHICAL REFERENCE SOURCES
SAMPLE
TELEPHONE DIRECTORY

For this activity, you will be using the map of Urbana and the Urbana Street Guide to do the following problems:

1. The boundary line for the city of Urbana is marked with a heavy line. It is easy to see at the southern part of the map. Use your pencil to outline the boundaries of Urbana.

2. Use the guide to find the coordinates for Washington Street. Prairie School is located near the Eastern boundary line on Washington Street. Find and circle Prairie School.

3. On the street guide, there are six major or main streets written in dark, bold print. List them and tract them on the map from where they start to where they end.

   ______________________________ ______________________________

   ______________________________ ______________________________

   ______________________________ ______________________________

4. Use the street guide to find the coordinates for your street. Find them and trace them on the map, from beginning to end.

5. Find the two railroad lines (   ). Trace them on the map.

6. Find the northernmost street within the city limits.

   ____

7. CHALLENGE
   Crystal Lake Park is located at J6. Trace a route from Prairie School to Crystal Lake traveling on only four (4) streets.

   What streets did you use?

   ______________________________ ______________________________

   ______________________________ ______________________________

Name ______________________________ Room __________

Lands and People Encyclopedia

My country is ______________________________________.

Find one complete fact about your country using the Lands and Peoples Encyclopedia for 4 of the 5 subheadings.

The People ____

____

____

The Land ____

____

____

The Cities ____

____

____

The Economy ____

____

____

History and Government _________________________________

____

____

Be ready to use these facts in a brief oral presentation.

Name ____ Room

Webster's New Geographical Dictionary

1.	Champagne	____	Lake
2.	Chanaral	____	Mountain peak in Argentina
3.	Champerico	____	Chain of islands
4.	Changchun	____	Village in France
5.	Champaubert	____	River
6.	Chandalar	____	Seaport
7.	Chamo	____	Ancient kingdom of Indo-China
8.	Chandeleurs	____	Hill in Mississippi
9.	Champaqui	____	Port in Chili
10.	Champion's Hill	____	Name of a Lake and County in Canada
11.	Chancellorsville	____	City
12.	Champa	____	Settlement in India
13.	Chandernagor	____	Valley, winter sports area
14.	Champlain	____	Region in N. E. France
15.	Chamonix	____	Virginia site of Civil War Battle

* * *

GEOGRAPHICAL REFERENCE TOOLS - GRADE 7

DEVELOPMENTAL CONCEPT

Geographical reference tools have a variety of uses.

PROCEDURE

Examples of geographical tools are placed on a book cart.

Each title is briefly described with emphasis on its unique, interesting or useful aspects.

The class is divided into groups of 4 or 5 students each. Each group is given a question. The questions are all different, and each answer will be found in a different type of tool. When a group answers a question correctly, it receives a new question--the answer to the new question will be found in another type. e.g., if the first answer was found in an atlas, then the next answer will be found in a geographical dictionary; so that each group will have the opportunity to examine all the different types of geographical tools. The group that answers the most questions correctly wins.

MATERIALS

Atlases.

Geographical dictionaries and encyclopedias.

Statesman's Yearbook.

World Almanac.

Geographical questions on 3 x 5 cards.

****

BIOGRAPHICAL TOOLS

BIOGRAPHICAL REFERENCE TOOLS - GRADE 3

DEVELOPMENTAL CONCEPT

Biographies are books about the lives of real persons.

Individual biographies are found under 921 in alphabetical order by the last name of the subject.

A book of short biographies of several persons is called a collective biography and is found in the 920's.

PROCEDURE

Explain call number and shelving arrangement of biographies.

Book talk a collection of biographies.

Have each child pretend that a biography has been written about himself and tell the class the call number it would have.

GAME: Have one child challenge a classmate with a question like, "What is the call number for a book about George Washington?" If the question is immediately and accurately answered, the challenger sits down and the child that gave the correct answer makes up a new question and challenges another student.

Explain call number and shelving arrangement of collective bibliographies.

Book talk a group of collective biographies.

MATERIALS

Polette, Nancy. Library Skills for primary grades. Transparency #8.

A collection of 921's.

A collection of 920's.

INTEGRATED CLASSROOM ACTIVITIES

Students create their own autobiographies and assign call numbers.

****

DEVELOPMENTAL CONCEPT

Encyclopedias contain biographies of persons. They are arranged by the last name of the subject.

PROCEDURE

Show a transparency of encyclopedia entry.

Each student should find an encyclopedia article about a person of their choice.

MATERIALS

*Transparency of encyclopedia biographical entry.

****
****

BIOGRAPHICAL REFERENCE TOOLS - GRADE 4

DEVELOPMENTAL CONCEPT

Reinforce and review the content and arrangement of 920's and 921's as presented in Grade 3.

Many newer biographies are shelved in subject areas.

PROCEDURE

Explain that not all biographies are found in 920 or 921.

Subject searches in the card catalog will reveal more books about real people shelved with books about their area of interest. Provide examples.

Have class list 3 subjects they would be interested in reading about or 3 careers they might like to have when they grow up. Use card catalog to locate a biography on subject.

MATERIALS

Examples of biographies classified in subject areas, i.e. Walter Payton in 796.33.

*Transparencies of catalog cards for these books.

Filmstrip: "Biography", Literature for Children-Series One: Pied Piper.

Polette, Nancy. Basic Library Skills. Page 9.

*Transparency: Example of biography shelf.

*Transparency: Sample Index entry.

*Transparency: Corresponding page with biographical data highlighted.

INTEGRATED CLASSROOM ACTIVITIES

Each child will select one biography to read. After having provided time for reading the biographies, the classroom teacher sets aside one or more art periods during which the children will artistically depict the subject of their book. Some suggestions might be portraits, stick puppets, collages showing important events in or facets of the subject's life. Add call numbers and related subject headings to the displays.

The children will display their work in the library and, assuming the character of the subject, they will hold individual press conferences with their classmates acting as reporters. The format and ground rules for press conferences will be discussed prior to beginning as will questioning techniques.

****
****

BIOGRAPHICAL REFERENCE TOOLS - GRADE 5

DEVELOPMENTAL CONCEPT

Review and reinforce the content and arrangement of collective and individual biographies.

There are specialized reference tools to assist in finding information about people.

Webster's Biographical Dictionary is a reference source that gives abbreviated information on well-known people.

PROCEDURE

People from many occupations are listed. They come from all over the world and from all ages of world history.

Entries are arranged alphabetically by subject's last name.

Information given is very brief, with only important facts listed.

MATERIALS

*Transparency - Sample page.

*Transparency - Sample entry.

Webster's New Biographical Dictionary.

****

DEVELOPMENTAL CONCEPT

The Junior Book of Authors series consists of five volumes of biographies of authors and illustrators of children's books.

PROCEDURE

In each book subjects are listed alphabetically by last names. The illustrated articles are largely autobiographical. The index for Volumes 1 through 3 is in Volume 3, Volumes 1 through 4 is in Volume 4, and for all five volumes in Volume 5.

MATERIALS

*Transparency - Sample page.

*Transparency - Index page.

Kunitz, Stanley. The Junior Book of Authors.

****

DEVELOPMENTAL CONCEPT

Facts About the Presidents gives biographical and historical data about all U. S. Presidents.

PROCEDURE

Part One consists of a chapter on each President, chronologically arranged, presenting personal and political data.

Part Two presents all the preceding data in a collective arrangement so that comparisons may be made.

MATERIALS

*Transparency - Table of Contents.

*Transparency - Sample page - Part One.

*Transparency - Sample page - Part Two.

*Transparency - Sample page - Index.

Kane, Joseph Nathan. Facts About the Presidents.

INTEGRATED CLASSROOM ACTIVITY

Make an activity sheet using comparative data.

****

DEVELOPMENTAL CONCEPT

Asimov's Biographical Encyclopedia of Science and Technology is a specialized collective biography of scientists.

PROCEDURE

The 1195 biographical entries are arranged chronologically from 2980 B.C. to the present. An alphabetical listing appears at the beginning. Biographies are numbered and contents and index references are to entry numbers rather than page numbers.

MATERIALS

Transparency - Sample of content page.

Transparency - Sample page.

Transparency - Index page.

Asimov, Isaac. Amimov's Biographical Encyclopedia of Science and Technology.

DEVELOPMENTAL CONCEPT

Concise Dictionary of American Biography consists of short biographies of 14,870 famous Americans of the past.

PROCEDURE

Explain that no one is included who died after 1940. This book contains the essential facts of each subject's life. Biographies are alphabetically arranged.

MATERIALS

Concise Dictionary of American Biography.

****

DEVELOPMENTAL CONCEPT

Biographical information may also be found in various almanacs.

PROCEDURE

Very brief information may be found in tabular form in the World Almanac by using the index.

MATERIALS

*Transparency - "Noted Personalities" page of World Almanac.

****

****

BIOGRAPHICAL REPORTING - GRADE 6

DEVELOPMENTAL CONCEPT

Knowledge of biographical sources and report writing skills can be integrated.

PROCEDURE

Use this unit to reinforce research skills and to broaden awareness of famous personalities.

Use worksheet #1 to seek out areas of personal interests of students.

Worksheet #2 - locating information and one book to read

Use encyclopedia subheadings as outline headings and take notes from resources.

Write biographical report using only the notes.

Review bibliographic form.

Review outline form.

MATERIALS

Biographical Reporting - Worksheet #1-4 (following).

INTEGRATED CLASSROOM ACTIVITIES

Biographical reporting can be useful for career units. Teacher will take responsibility for final report writing and grading.

BIOGRAPHICAL REPORTING - SIXTH GRADE

Worksheet 1

A. Choose two subjects you enjoy reading about or that you would like to know more about.

________________ ________________

Now look up these subjects and find three names that are mentioned in the article in the encyclopedia.

________________ ________________

________________ ________________

________________ ________________

B. What would you like to be when you get older?

____

____

____

Look up one of these occupations and find three people who have something to do with the occupation or career you have chosen.

____

____

____

C. Choose a school subject you enjoy.

____

Look up the subject and find 3 people famous in this area.

____

____

____

SIXTH GRADE RESEARCH SKILLS
BIOGRAPHY

Worksheet 2

Choose two of the people you have listed and find the following listings for each one:

1 Encyclopedia article
1 Biographical reference book listing
1 Book

#1 ______________________________ #2 ______________________________

Encyclopedia - ______________________________

Edition ______________________________

Vol. ______________ ______________

Pages ______________ ______________

Biographical Reference Book

Title ______________ ______________

Pages ______________ ______________

Book

Author ______________________________

Title ______________________________

Publisher ______________________________

Year of Publication ______________________________

Place of Publication ______________________________

Pages used in notetaking ______________________________

CHECK OUT YOUR BOOK Name ______________________________

____

____

BIOGRAPHICAL REPORTS

Worksheet 3

By today, you should have finished the following:

__________ Worksheet 1 (Title-BIOGRAPHICAL REPORTING).

__________ Worksheet 2 (Title-SIXTH GRADE RESEARCH SKILLS-BIOGRAPHY).

__________ Checked out a book on the person you will do your report on and read it.

List the following information about the book you have checked out:

Person chosen ______________________________

Author ______________________________

Title ______________________________

Publisher ______________________________

Place of Publication ______________________________

Year of Publication ______________________________

Call number on spine ______________________________

HOW TO WRITE A BIOGRAPHICAL EVALUATION FORM

Worksheet 4

	4 pts. Very Good	3 pts. Good	2 pts. O.K.	1 pt. Poor	0 Inc
1. Chose two people to research					
2. Found 3 encyclopedia listings for each person					
3. Found 1 book on the one person chosen					
4. Set up outline using key phrases for which information was found					
5. Note writing					
6. Listed all locations of the information					
7. Notes have 3 sources-book and 2 encyclopedias					
8. Bibliography					

Totals

Score for class

****
****

USING BIOGRAPHICAL REFERENCE TOOLS - GRADE 7

DEVELOPMENTAL CONCEPT

There are special tools in which to find information about persons.

Information about people can be found in many different sources.

PROCEDURE

The teacher assigns a project in which the students must find information about famous persons.

Arrange a book truck with various biographical materials on it. Discuss each one individually stressing purpose and scope.

Have a biographical reference race. Divide the class into two teams. Give each team a card with a different question on it, but of equal difficulty, which can be answered by consulting the books on the truck. The first team to get the right answer wins that round. Continue the race until the end of the period.

The following day they will begin their research. Give individual help as needed.

Distribute "Bibliography of Biographical Reference Tools".

MATERIALS

*List of persons chosen for reports (from teacher).

*Bibliography of biographical reference works.

*Biographical reference race cards.

Biography files (which may be part of the Vertical File or a separate file).

Current Biography.

Contemporary Authors.

Webster's Biographical Dictionary.

Chamber's Biographical Dictionary.

Dictionary of American Biography.

Concise Dictionary of National Biography.

Who Was Who in American History.

Who Was When.

Special biographical dictionaries such as Biographical Dictionary of Musicians.

Selected collective biographies.

Sample questions:

1. Find a picture of Elvis Presley.
2. Where was Albert Einstein born?
3. Find a long article about Benjamin Franklin.

INTEGRATED CLASSROOM ACTIVITIES

Teacher discusses the project and assigns the report.

Librarian may go to classroom and give a book talk on biographies.

Classroom bulletin boards on famous persons, e.g., sport heroes, authors, etc.

OTHER SPECIALIZED REFERENCE TOOLS

SPECIALIZED REFERENCE TOOLS - GRADE 3, 4, 5

Although specialized reference tools are not formally introduced until sixth grade, these preparatory activities using common reference sources serve as introductory material.

Bulletin Board Contests

Bulletin boards which give students a chance to participate can be very successful. During a particular period of time (week or month) pictures (without captions or with the captions covered) can be displayed representing birthdays or special events which have occurred during that time, e.g., February pictures could include Mardi Gras, Washington, Lincoln, Edison, and the Panama Canal. Pictures could represent categories such as "Sports Heroes". Students must identify each picture.

An answer box should be prominently displayed in the library and the winner announced at the end of the contest.

Monthly Activity Board

Age:	Targeted for third grades, but open to all children.
Instructions:	Incorporated into third-grade library instruction. Special assistance is available for other participants.
Awards:	Inexpensive, appropriate prizes for each month (December: candy canes, etc.)
Records:	All answers are paper-clipped together with a list of successful students.
Grading:	Should be done by the end of the day. (Students may correct any wrong answers and resubmit answer sheet.) Students must work independently and turn in individual answer sheets with their names and room numbers on the top in order to get credit.
Student Worktimes:	Library periods. Browsing time. Free choice times. Whenever there is no class in the contest board area.
Motivations:	Each month new boards are introduced during library program sessions. Last month's winners are announced at this time. End-of-the-year award is presented to the student completing the most activity boards. All student answers at any grade level are graded and students"are encouraged on an individual basis.
Suggestions:	Finding the answers can include use of the card catalog, the Dewey Decimal System, and some other related skill areas.

Examples of Game Board

Indian Words: Define these Indian words using the Thorndike-Barnhart Beginning Dictionary:

1. Papoose
2. Lacrosse
3. Wampum
4. Adobe
5. Totem
6. Maize
7. Hogan
8. Adz

Ask the Atlas: Board provides three clues as to the name of the counvry.

1. Picture of a scene from the country.
2. Enlarged shape of thg country.
3. Shape matched with yarn to its place on the world map.

Students may use the atlas or the globe.

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SPECIALIZED REFERENCE TOOLS - GRADE 6

DEVELOPMENTAL CONCEPT

There are specialized books in the Reference Section of the library that give very specific information. Knowledge of the scope and arrangement of some of these reference books can give insight into the vast amount of information availabne in a wide varkety of sources with similar formats.

PROCEDURE

These review lessons follow instruction in lecture notetaking technisues. The scope and arrangement should be stated in very specific terms as students note the main points. At the conclusion of each illustrated lecture, students check the main points they have noted against an overhead projection or chart listing the main ideas mentioned in the lecture.

This series of lessons leads to The Reference Run and students are advised that their notes will be needed in order to successfully engage in that activity.

****

THE REFERENCE RUN - SIXTH GRADE

This activity is designed to give children practice in using a variety of specialized reference tools and to help them develop a sense of competency and independence when dealing with reference materials.

These notes and transparencies are available for copying from the Thomas Paine Library.

Step One - A lesson on taking notes from a lecture. A series of librarian-made transparencies is used.

Step Two - A series of lectures illustrated with librarian-made transparencies on the scope and arrangement of the following reference books.

1. *Abridged Reader's Guide to Periodical Literature*.
2. Bartlett, John. *Familiar Quotations, Fourteenth Edition*.
3. Carruth, Gorton, ed. *The Encyclopedia of American Facts and Dates*.
4. Landua, Sidney, ed. *The Doubleday Roget's Thesaurus in Dictionary Form*.
5. *The Statesman's Yearbook*. Latest edition.
6. *Children's Magazine Guide*.
7. U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook*. Latest Edition.
8. *Webster's New Biographical Dictionary*.
9. *World Almanac and Book of Facts 1986*.

These books were selected as the base collection because they represent a variety of types in scope and arrangement, they are relatively simple to use, and they contain information that can be of interest to students.

Step Three - The Blue Course Center

Materials:

A. A set of 17 questions written with blue felt marker on 5 x 8 cards.

B. The books listed on previous page each easily identified by a large piece of blue tape on its spine.

C. A large stack of forms cut to 5 x 8 size that have spaces for:

Name: Room Number:
Question Number and Color:
Source:
Page:
Answer:

D. Paper clips.

E. Four boxes (catalog card boxes are good) labeled "Questions", "Paper and Clips", "Answers", and "Rejects".

F. A large chart with all the students' names listed vertically on the left side with four sections running horizontally forming a grid. The first section, the Blue Course, is divided into 17 parts and each is labeled from 1 to 17.

Example: Reference Run - Mrs. Pratt's Class

	BLUE STREAKS	GREEN SUPREMES	ORANGE ELITES	PURPLE WHIZZERS
	123456789101112	12345	123	123
Rod				
Paula				
Laura				
Jeff				
Diana				
Scott				

Procedure:

Each child selects any question at random and, referring to his or her lecture notes, selects one of the nine books in the center, fills out an answer form, clips the question and answer together and drops it in the box marked "Answers".

All answers are graded at least once daily and correct responses are recorded in blue felt marker on the chart. Incorrect responses are returned to the "Reject" box with an explanatory note.

All students are to complete all 17 questions.

Step Four - The Purple Course

Materials:

A. A set of 10 questions written in purple.

B. All the resources of the library.

Procedure:

Students will select any of the questions at random and, using library resources such as encyclopedias, atlases, the card catalog and the books included in the Blue Course, complete the course utilizing the common forms and boxes.

All students are to complete all 10 questions.

Note: After completing the Blue Course the students may proceed as far as they are able on the Green and Orange Courses. They must complete the Purple Course but it may be done at any point.

Step Five - The Green Course Center

Materials:

A. A set of 18 questions written with green felt markers on 5 x 8 cards.

B. The following reference books labeled with green tape:

1. Asimov, Isaac. Asimov's Biographical Encyclopedia of Science and Technology.
2. Brewton, John E. Index to Poetry for Children and Young People.
3. Grant, Bruce. American Indians, Yesterday and Today.
4. Kane, Joseph Nathan. Facts About the Presidents.
5. Kane, Joseph Nathan. Famous First Facts.
6. McWhirter, Norris. Guinness Book of World Records.
7. Morris, Richard, ed. Encyclopedia of American History.
8. Shipley, Joseph T. Dictionary of Word Origins.
9. Uder, Grant. Dictionary of Chivalry.

C. Librarian-produced cassette tape recordings explaining the scope and arrangements of each of the above books.

D. A cassette tape recorder and listening kit.

Procedure:

Students select any of the 18 questions in the set. They may use the pre-recorded tapes if they want information on the reference books.

The students then follow the same pattern as in the Blue Course using the same four boxes of material.

The Green Course is optional. The questions are more difficult than those in the Blue Course and more skill is required in reading and problem solving.

Step Six - The Orange Course Center

Materials:

A. A set of 14 questions written with orange felt marker on 5 x 8 cards.

B. The following reference books labeled with orange tape:

1. American National Red Cross. Standard First Aid and Personal Safety.
2. Asimov, Isaac. Words of Science and the History Behind Them.
3. Brewer, E. Brewer's Dictionary of Phrase and Fable.
4. DeMontreville, Doris, ed. Third Book of Junior Authors.
5. Douglas, George. American Book of Days.
6. Lodewijh, T. The Way Things Work: Special Edition for Young People.
7. Webster's Geographical Dictionary.
8. Zehavi, A.M., ed. The Complete Junior Encyclopedia of Transportation.

Procedure:

Students select any of the 14 questions in the set. After examining the 8 books in this center they proceed as in the other centers.

The Orange Course is optional. It is the most difficult of all the sections of the Reference Run and requires the highest degree of problem-solving ability, reading ability and independence.

***

USING SPECIAL REFERENCE TOOLS - GRADE 8

DEVELOPMENTAL CONCEPT

There are special reference tools for locating specific information.

PROCEDURE

The teacher will already have assigned topics for which the reference works will be needed.

Arrange an appropriate collection of special reference tools on a book truck or table. Discuss each one in detail including purpose, scope and arrangement. Stress the use of indexes and/or tables of contents. Ask a question such as "What is the largest airplane in the world?" The students must decide which title is the best choice in which to find the answer.

Student will write one question that they will need to answer to complete their assignments and which they will be able to find in the reference tools.

Students will find the answers to their questions and continue with their research until the end of the period with individual help as needed.

MATERIALS

Guiness Book of World Records.

Famous First Facts.

Bartlett's Familiar Quotations.

Rapid Fact Finder.

New Century Cyclopedia of Names.

American Book of Days.

Other titles appropriate to the assignment.

INTEGRATED CLASSROOM ACTIVITIES

Students are sent to the library to look up the answer to a question which could not be found in the classroom.

****

JUNIOR HIGH ROUND ROBIN REFERENCE RELAY

Teachers who wish to participate choose 7 students to be a class team. The team selects its captain. A relay is held each Tuesday morning in the library between two teams.

Each team is provided with a set of encyclopedias, a World Almanac, and a dictionary. The librarian selects questions which can be answered by using any of these tools. The questions are divided into 6 categories -- Science, Sports, Arts, History, Geography, Biography. Each captain rolls a die to determine which question category his or her team will receive each round. If a team cannot answer the question within 2 minutes, the other team gets a chance to answer. A team receives 5 points for every correct answer. Whoever is ahead at the end of the period is the winner.

After all the teams have played once, the winners of that round meet until there are two teams left to play for the championship. The winners' names are inscribed on a plaque on display in the library.

* * *

REPORT WRITING

REPORT WRITING - GRADE 3

NOTE: Report writing skills should not be taught in isolation, but should be taught in correlation with classroom curriculum units.

DEVELOPMENTAL CONCEPT

Narrowing the topic is a first step in research.

PROCEDURE

Explain that research topics should be specific and narrow in scope.

Show examples:

1. Solar System - too broad
   The Sun, or name of specific planet is more specific. Sun spots, Rings of Saturn, even more narrow and specific.
2. The Earth - too broad
   The oceans - more specific
   Atlantic Ocean or Tides - most specific.

****

DEVELOPMENTAL CONCEPT

Locating sources of information is the second step in research.

PROCEDURE

See sections in this guide on using encyclopedias and the card catalog.

****

DEVELOPMENTAL CONCEPT

Note-taking is a means of using your own words for listing important facts and ideas.

PROCEDURE

Model the following activity:

1. Write 4 or 5 questions about the topic.
2. Write each question on a separate index card.
3. Find answers to each question (See paraphrasing).

Example: Topic: Jupiter

1. How large is Jupiter?
2. What is Jupiter's orbit?
3. What is the surface of Jupiter like?
4. What kind of atmosphere does Jupiter have?
5. How many rings and moons does Jupiter have?

****

DEVELOPMENTAL CONCEPT

Paraphrasing is restating a speaker or writer's words. All notes that are not direct quotes should be paraphrased.

PROCEDURE

Model paraphrasing as note-taking by using a sample article as an information source. Answer the 5 questions which have been copied onto note cards.

MATERIALS

*Transparency of article from encyclopedia, i.e., Jupiter.

*Transparency of note cards.

****

DEVELOPMENTAL CONCEPT

Outlining is a means of organizing one's notes into a logical sequence.

PROCEDURE

Show sound filmstrip "Outlining and Notetaking", Writing a Report. Eyegate, 1980 or "Outlines", Organizing Ideas. Pied Piper.

Discuss outline format

Model:
Turn 5 questions into statements.
These will become main topics of the outline between the
introduction and conclusion.

MATERIALS

*Transparency with example:
Jupiter
I. Introduction
II. Jupiter's size
III. Jupiter's orbit
IV. Jupiter's surface features
V. Jupiter's atmosphere
VI. Jupiter's rings and moons
VII. Conclusion

****

DEVELOPMENTAL CONCEPT

Listing sources is a necessary step in research.

PROCEDURE

Define bibliography as a list of sources.

Show transparency of correct form for listing books and encyclopedia articles.

MATERIALS

*Transparency-Correct bibliographic form for books and encyclopedia articles.

****
****

REPORT WRITING - GRADE 4

NOTE: Report writing skills should not be taught in isolation, but should be taught in correlation with classroom curriculum units.

DEVELOPMENTAL CONCEPT

Narrowing the topic is a first step in research.

PROCEDURE

Explain that research topics should be specific and narrow in scope.

Example:
Illinois is too broad.
What do you want to know?

Choose an appropriate subtopic for a report:
Government of Illinois
Agriculture in Illinois
Early History of Illinois
Indians of Illinois
Write 4 or 5 questions about the subtopic you have chosen.

MATERIALS

*Transparency of index pages from encyclopedia which include listing for Illinois (World Book, Compton's, New Book of Knowledge).

* * *

DEVELOPMENTAL CONCEPT

Locating sources of information is the second step in research.

PROCEDURE

See sections in this guide on using encyclopedias and the card catalog.

* * *

DEVELOPMENTAL CONCEPT

Note-taking is using one's own words to list the important facts or ideas found during research.

PROCEDURE

The questions about a topic are a rough outline to guide in note-taking. Four or five questions about the topic should be written at the top of index cards. As answers to a question are heard, the students write the answer in their own words on the note card beneath the question.

1. Read entire article aloud, with students listening.
2. Conduct discussion of main topics covered. Children should write each topic at top of a card.
3. Read article again, slowly, while students make notes under each topic.
4. Have several students read notes for each topic aloud. Write notes on board or overhead projector, as each is agreed on by group.
5. Reread article, letting students re-check notes as they listen.
6. Have students use notes to write a brief report on the subject of article read aloud.

MATERIALS

3 x 5 cards, 4 or 5 per child.

Encyclopedia article of interest to children.

****

DEVELOPMENTAL CONCEPT

Outlining is a means of organizing notes into a logical sequence.

Main topics and one level of subtopics can be used at this level.

PROCEDURE

Use a transparency to show standard outline form:

I.
  A.
  B.

II.
  A.
  B.

* * *

DEVELOPMENTAL CONCEPT

Summarizing is condensing a longer passage to 1/3 or 1/4 of the original.

PROCEDURE

Using a reprint article from an encyclopedia, model the summarizing procedure. Read with students a subtopic section.

Have a summary prepared on a transparency. Show students how main parts have been put in your own words in a short summary.

Continue modeling summarizing of subtopic sections for students. When the complete article has been read, show a prepared transparency which summarizes the complete article.

Continue lesson on summarizing by having students prepare their own summaries.

The lesson may be varied by having the class work together on subtopic summaries before independent work is attempted.

MATERIALS

Encyclopedia reprint for each student.

*Transparencies of pre-prepared summaries.

****

DEVELOPMENTAL CONCEPT

Direct quotes must be copied exactly with quotation marks around the quoted material. The source of the cited material must be listed.

PROCEDURE

Model making a citation using a transparency showing an example.

MATERIALS

*Transparency of a quoted passage.

****

DEVELOPMENTAL CONCEPT

Bibliographies are lists of books, articles, and other materials used as sources of information. The bibliography is placed at the end of the report.

PROCEDURE

Show a transparency of correct bibliographic form for books and encyclopedias.

Make a sample bibliography:
Use 3 encyclopedia articles about Illinois (World Book, Compton's, New Book of Knowledge) and 3 books about Illinois.

MATERIALS

*Transparency of correct bibliographic form.

*Transparency of title pages from 3 books about Illinois.

****
****

REPORT WRITING - GRADE 5

NOTE: Report writing skills should not be taught in isolation, but should be taught in correlation with classroom curriculum units.

DEVELOPMENTAL CONCEPT

Review and reinforce as necessary those skills covered in Grade 4.

Narrowing the topic is a first step in research.

PROCEDURE

Explain that research topics should be narrow in scope.

Example: "American History" - too broad
"Revolutionary War" - less broad
"Battle of Bunker Hill" or "George Washington's Army at Valley Forge" - most narrow

****

DEVELOPMENTAL CONCEPT

The card catalog is a useful source for locating information.

PROCEDURE

See lessons on using the card catalog.

****

DEVELOPMENTAL CONCEPT

Note-taking is (1) a means of listing important facts and ideas in your own words, and (2) copying direct quotations.

PROCEDURE

Review points of note-taking:

1. Read material, then close book and write in your own words what it means to you.
2. Use a separate card or page for each reference and note exact source for each.
3. Write topic at the top of each page or card used.
4. Quote accurately and use quotation marks.

Choose a short article in an encyclopedia and have pairs of students pull out the important points. Meet together and discuss results.

MATERIALS

Reprint of short encyclopedia article.

World Book Encyclopedia reprints of insect, tree, or plant article.

****

DEVELOPMENTAL CONCEPT

Outlining is a means of organizing information into main topics and subtopics.

PROCEDURE

Review and reinforce concepts developed in Grade 4.

****

DEVELOPMENTAL CONCEPT

Summarizing is the condensing of information to 1/3 or 1/4 of the original.

PROCEDURE

Review and reinforce concepts developed in Grade 4.

PROCEDURE

1. Introduce: In social studies you do a lot of reading. Of course, you cannot remember everything you read. You should try to remember the important points, however. A good way to do this is by summarizing. When summarizing, you sum up only the most important points.

2. Practice: Summarize the article about Thomas Jefferson.

3. Tell children that summarizing what they read will help them in all their school subjects. Suggest that they do the following when they read in their social studies or science book:
    a. Read the heading in heavy black print. Turn it into a question. Example: "Different Kinds of Rocks". "What are the different kinds of rocks?"
    b. Read the paragraphs under that heading. Read to find out the answer to the question.
    c. Look away from the book. Say to yourself what you just learned. Did you find the answer to the question you made from the Heading? If so, you have found out the most important point in that section. You summarized what you read when you answered the question.

MATERIALS

Ditto:

Although he had a French chef, Jefferson loved to cook. He wrote favorite recipes into his cookbook and also wrote an essay called "Observations on Soups".

Jefferson imported plants for study and experiment. He was the first President to grow a tomato; everyone else in America thought they were poisonous.

****

DEVELOPMENTAL CONCEPT

A bibliography is a listing of sources used. There is a standard bibliographic form followed in the Urbana Schools.

PROCEDURE

Review bibliographic form for books and encyclopedias.

MATERIALS

*Transparency - Bibliographic form.

BIBLIOGRAPHIC FORM

A Bibliography is a list of sources. It may include books; articles in magazines, newspapers and encyclopedias; pamphlets; and audiovisual materials. To complete a bibliography, arrange the list in alphabetical order by author (or by title if no author is given) using the following forms.

BOOKS OR PAMPHLETS:

Author. Title. Place of Publication: Publisher, Date of Publication, Pages Used.

EXAMPLE: Cohen, Daniel. The Encyclopedia of Monsters. New York: Dodd Mead, 1982, Pages 75-84.

MAGAZINES OR NEWSPAPERS:

Title of Article, Title of Magazine, Date of Magazine, Pages used.

EXAMPLE: "Pollution: World-Wide Problem", U.S. News and World Report, June 9, 1985, Pages 42-49.

ENCYCLOPEDIAS:

Title. Title of Article. Place of Publication: Publisher, Date of Publication, Volume Number, Pages used.

EXAMPLE: World Book Encyclopedia. "Monkeys". Chicago: Field Enterprises, 1985, V. 10, Pages 146-148.

A/V MATERIALS:

FILMSTRIPS:

Title. Producer, Date (if given).

EXAMPLE: Ben and Me. Encyclopedia Britannica, 1975.

SOUND FILMSTRIPS:

Title. Producer, Date (if given).

EXAMPLE: Behind the Bamboo Curtain. New York Times, 1980.

INTERVIEW:

Name of person interviewed. Title. Place of interview. Date of interview.

EXAMPLE: Jonathan M. Jones. Mayor, Urbana, Ohio. Urbana, Illinois. October 23, 1987.

****
****

REPORT WRITING - GRADE 6

NOTE: Report writing skills should not be taught in isolation, but should be taught in correlation with classroom curriculum units.

DEVELOPMENTAL CONCEPT

Outlining helps us organize information into main topics and supporting subtopics. Subtopics can be further subdivided.

PROCEDURE

Review the following concepts on:

1. Narrowing the topic
2. Finding information in encyclopedia
3. Using the card catalog to find books and other sources of information
4. Note taking
5. Paraphrasing
6. Summarizing

Show a transparency of Standard Outline Form.

MATERIALS

*Transparency - Outline form

I. ________
    A. ______
    B. ______

II. ________
    A. ______
    B. ______
        1. _____
        2. _____

****

DEVELOPMENTAL CONCEPT

There is a standard form for citing books and encyclopedia articles in bibliographies.

PROCEDURE

1. Describe the purpose of the lesson, i.e., the student will be able to construct and interpret a simple bibliography.
2. Explain that the reason bibliographies are made is so that interested readers may easily find more information on a given subject.
3. The essential elements of a bibliographic book entry are:
    Author
    Title
    Place of Publication
    Publisher
    Date of Publication.
   Where can those be found?
   Show a transparency of the essential elements and correct form.
4. Select a new book and give a brief booktalk. Have a student read information from title page as it is written in correct form on an overhead projector.
5. Print a book entry for a popular book on an overhead transparency. Cut it up into essential elements. Put pieces randomly on the overhead projector. Call on students and have them arrange the pieces in the correct format. Repeat this procedure using a variety of titles and, for some, separating the punctuation marks to practice correct placement.
6. Each student will correctly construct a bibliography using three books and one encyclopedia article on a topic of their choice.

MATERIALS

*Transparency - Essential elements of a bibliographic entry.

*Transparencies of several entries, cut into pieces.

****

DEVELOPMENTAL CONCEPT

There is a standard form for citing magazine articles in bibliographies.

PROCEDURE

Show form for magazine articles in bibliographies.

MATERIALS

*Transparency - Overlay with magazine citation to add to standard bibliographic form.

****

DEVELOPMENTAL CONCEPT

Authors of signed encyclopedia articles should be listed in bibliographic citations.

PROCEDURE

Show examples of how to cite signed encyclopedia articles.

MATERIALS

*Transparency - Overlay with magazine citation to add to standard bibliographic form.

****

DEVELOPMENTAL CONCEPT

Paraphrasing: Restating in own words.

PROCEDURE

1. Read article aloud while students follow silently. Reread in small sections, discussing how to put each part into own words. Elicit suggestions from the students.

2. Ask "Why do we paraphrase?"
To be sure you understand information you read, tell it in your own words.

3. Read the encyclopedia entry about dragons again. Think about what you just read. Then use your own words to tell about dragons. (From Silver Burdett English - level 3)

MATERIALS

> DRAGON, an imaginary beast in folktales of many countries. In legends, dragons were large, firebreathing creatures like lizards. They had long scaly tails. In European legends, dragons were fierce and dangerous. But in the legends of China and Japan, dragons were friendly bearers of good luck. In China the traditional New Year's parade includes a large group of people in a dragon costume. The dragon is supposed to prevent bad luck from spoiling the new year.

Possible rephrasing: You can read about dragons in stories from many countries. They were large, make-believe animals that looked like lizards. In legends, dragons breathed fire! In some countries' stories dragons were bad, but in others they brought good luck. In fact, in a Chinese New Year's parade, a make-believe dragon is there to bring a lucky new year.

****

DEVELOPMENTAL CONCEPT

The preparation of a research report requires a combination of interrelated skills. To reinforce and apply report, reference and writing skills, the following report unit will serve as a culminating activity.

SIXTH GRADE REPORT SKILL UNIT

Worksheet #1

Steps needed when beginning to write a theme:

1. Think of all the possibilities and the different angles.
2. Check the encyclopedia article on your Theme subject and look for other angles for your report that you might not have thought of.
3. In the area you intend to write about, think of some key words that will help you find the information you will need. (Encyclopedia can give you quite a few.)
4. Look up your key words in the index of the encyclopedia to find any other information you can use in other places different from the main article.
5. Look up key words in the card catalog in order to find books that would be helpful.
6. Take notes.
7. Write down bibliographic information for all the places you received information.
8. Compile an outline from which you will write your paper.
9. Write your paper and turn it in.

SIXTH GRADE RESEARCH SKILLS

Worksheet #2

The article on Plants in the World Book Encyclopedia has the following divisions:

The Importance of Plants
Kinds of Plants
Where Plants Live
Parts of Plants
How Plants Reproduce
How Plants Grow
How Plants Change.

Choose two of these subheadings.

Get reprint of these sections from librarian and begin to look for key words and cross references. You will be using these key words and cross references later in your work, so choose them carefully. Find ten key words or cross references for each subheading you chose.

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Decide which of the subheadings you chose sounds the most interesting to you and look up your key words in the index to find where there is more information. (YOU MUST FIND THE LOCATIONS OF THREE DIFFERENT LISTINGS.) Write a code after the key word so you will be able to find the articles listed later.

SAMPLE CODE:
1973 Red WB D-176
1973 Edition Red World Book Vol. D. Page 176

FINDING ADDITIONAL INFORMATION IN THE ENCYCLOPEDIA

Worksheet #3

Use your key words as guides, and find three additional places of information in the encyclopedia.

1. Key Word ______________________

   Encyclopedia Title ______________________

   Edition ______________________

   Volume ______________________

   Page ______________________

2. Key Word ______________________

   Encyclopedia Title ______________________

   Edition ______________________

   Volume ______________________

   Page ______________________

3. Key Word ______________________

   Encyclopedia Title ______________________

   Edition ______________________

   Volume ______________________

   Page ______________________

SIXTH GRADE RESEARCH SKILLS

Worksheet #4

FINDING BOOKS IN THE CARD CATALOG

Use your key words as guides, and find three books that will be helpful to your work. Check one of the books out, today.

BOOK 1

KEY WORD ______________________________

Title ______________________________

Author ______________________________

Publisher ______________________________

Place of Publication ____________________

Year of Publication ____________________

Place on the Library Shelf ________________

BOOK 2

KEY WORD ______________________________

Title ______________________________

Author ______________________________

Publisher ______________________________

Place of Publication ____________________

Year of Publication ____________________

Place on the Library Shelf ________________

BOOK 3

KEY WORD ______________________________

Title ______________________________

Author ______________________________

Publisher ______________________________

Place of Publication ____________________

Year of Publication ____________________

Place on the Library Shelf ________________

TAKING NOTES FOR A REPORT

Worksheet #5

1. Use the two subheadings you chose on the first sheet. Choose one as the title of your paper. (Choose the one you have a book for.)
2. Use three of the key words as your outline headings. They must be key words under the subheading that is your title.
3. Now begin to look for important information. You will be looking for notes in the reprint article from PLANT in the encyclopedia, in one other place in the encyclopedia, and in your book.
4. Find five notes from each of these sources for your three outline headings. (Remember to indicate which note comes from which place.)

EXAMPLE:

How Plants Change

I . Algae

A.
B.
C.
D.
E.

II. Ferns

A.
B.
C.
D.
E.

III. Insect-eating Plants

A.
B.
C.
D.
E.

HOW TO WRITE A REPORT
EVALUATION FORM

Worksheet #6

		4 pts. Very Good	3 pts. Good	2 pts. O.K.	1 pt. Poor	0 Inc.
1.	Chose important words as key words					
2.	Found 3 encyclopedia listings for key words					
3.	Found 3 books on the key words					
4.	Set up outline using key words for which information was found					
5.	Note writing					
6.	Listed all locations of the information					
7.	Notes have 3 sources - books and 2 encyclopedias					
8.	Bibliography					
	Totals					

Score for class ________________

****
****

USING AND MAKING BIBLIOGRAPHIES - GRADE 8

DEVELOPMENTAL CONCEPT

Bibliographies are useful in finding information as well as documenting sources of information.

PROCEDURE

To avoid confusion it is helpful to use one bibliographic form school-wide (distributed by the librarian).

Give each student a copy of the form to be used in making bibliographies. (See example) Show a transparency on an overhead projector and explain the different forms for magazines, newspapers, books and pamphlets, and audiovisual materials.

Explain that interviews can be a source of information and included in a bibliography.

Show examples of bibliographies in books and those provided by the library.

Have students complete a worksheet.

MATERIALS

*Transparency.

*Bibliographic forms.

Various bibliographies as examples.

*Worksheet

INTEGRATED CLASSROOM ACTIVITIES

The teacher will require the students to prepare a bibliography for their reports and to use bibliographies in preparing their reports.

VI. THE CURRICULUM: LITERATURE STUDY AND READER GUIDANCE

LITERATURE STUDY

Helping children develop good taste in literature should be a primary goal of any librarian, but care must be taken not to dampen youthful enthusiasm with pompous reference to "good books" or "better literature" and long discussions of themes, characterizations, and settings. Accept the children wherever they are in their reading; then tempt them to share the delights others have found in titles that continuously have proven their worth. Caution: librarians should be careful not to impose their likes and dislikes on the student.

One way of introducing children to a wide variety of literature is by having class groups study the various genre. Let them decide what types they would like to study: fantasy, adventure, historical fiction, etc. The librarian should open the study with a book talk on many popular titles which represent a broad range within the type. Children then select at least one book to read and discuss during the study.

Pied Piper Productions has available a set of sound filmstrips which provide background material on many of the genre in children's literature.

Literature for Children. Pied Piper Productions,
P.O. Box 320, Verdugo City, CA 91046.

Study sheets may be distributed to students in order to help them pick out various aspects of the stories and analyze the books they are reading. Samples of some study sheets are included. Students may then share with the group their feelings about the book they have read in the set. This sharing may take any form based upon a prior agreement with the librarian.

At the secondary level such literature study may be included in English classes and the librarian can work with the teacher in selecting types of literature and titles. The librarian may be able to secure the cooperation of teachers to offer incentives such as extra credit for reading and reporting on good books relevant to class units, e.g., a work by Shakespeare could be read by classes studying the Elizabethian era, Uncle Tom's Cabin or Gone With the Wind for the Civil War period, Catch-22 for World War II studies. There are many fine biographies and other nonfiction books which would be useful in other subjects, including math and science, and would also introduce the student to good literature.

BOOK TALKS BY THE LIBRARIAN

Book talks can transform an indifferent student into an eager reader. Circulation of talked-about books increases throughout the year because students relay the message about good books. Some titles appeal by subject or book jacket alone; but many worthwhile books remain on the shelves until a few words about them entice the students to look again.

Suggestions for arousing curiosity about books:

1. Read an exciting passage from the book, but never reveal the ending.

2. If an author has written several good books, talk about one, mention the other titles and also display them nearby.

3. Show various works of one illustrator or illustrations of different artists.

4. Group together types of stories - for example, fairy tales, outstanding mysteries, easy-to-read stories, escape stories, fables, foreign favorites in translation.

5. Use variations of an old favorite, such as Tom Thumb or Jack and the Beanstalk.

6. Select a title which can be displayed with various interpretations of the illustrations.

7. Select songs and sing from music books or play records.

8. Use puppets to introduce selections.

9. Show unusual formats in printing and shapes of books.

10. Introduce some books with toys, travel souvenirs, realia from nature hikes, or pieces of art.

11. Make a bibliography of the book talk and give copies to the students at the end of class.

12. Follow-up literature filmstrip presentations or library units.

INDEPENDENT READING PROGRAMS

NEWBERY/CLASSICS PROGRAM - I

Upper intermediate students may participate in a one or two year program designed to encourage the independent reading of challenging and meritorious books. The details of the program will vary from school to school, but in each participating school the better readers, under the guidance of the librarian and/or their classroom teacher, set a reading goal for themselves, keep careful records of their own progress, and receive school-wide recognition upon the completion of their goal.

In several elementary school libraries in Urbana there are large charts for the Newbery/Classics Program. Across the top of these charts are the titles of the Newbery winners and down the side are listed the children in the project. Next to this chart hangs another--the list of the "Classics" included in the project. To participate a child must read any one of the Newbery books or a Classic and pass a simple ten-question test. A copy of the two-part test form follows.

Name ____________________ Room _____

Title of Book ________________________

Date ___________

Substitute for (if Classic) ___________

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Retain this portion for student file

Newbery/Classics Test Score

Name ____________________ Date ________

Title ____________________________________

Score _______________ Teacher __________

Return this portion to the classroom teacher

Another record is on an enormous wall map next to the chart. This features "The Land of Newbery-Classics". A segmented path winds through the Land past scenes from various books in the project. The child may create a small cardboard figure to represent himself to pass along the steps in the path as each book is completed. The children themselves maintain this record on the map. If someone wishes, his or her own figure may be nameless. In past years, both a maze and a race course have been used to chart progress.

In addition to the charted record of each child's progress, a file folder is established for every participant. Every test taken is kept in the folder. Children have free access to their folders.

Individual student record booklets are often awarded to those who achieve particular goals in the project. The booklets allow students to chart their progress. Samples are available from Thomas Paine or Prairie libraries.

Several tests for each book are available so that the student may take a second or third test if the first one is not passed. The passing score is 70. When the test is passed on a Newbery book, a check is placed next to the child's name in the column for that title. If the book read is from the Classics list, that title may be substituted for any Newbery book that the child chooses. The title of the substituted Classic is written in the square for the Newbery it is replacing.

Some commercial tests are available from The Perfection Form Company, Logan, Iowa, 51546, and the Electronic Bookshelf, R. R. # 9, Box 64, Frankfort, Indiana, 46041.

Each aspect of the program is voluntary. Because of the level of the materials, it is usually restricted to fifth and sixth graders, but it could be offered to any capable student. Children may participate to any extent they desire. Those who read a book for each of the years that the Newbery Medal has been awarded are given a new book of their own choice from the school on the awards day at the end of the school year. The awards procedure varies from school to school. Some eager readers complete the program in a single year although they do have two years to finish it.

Since the majority of the Newbery books are at a challenging level of reading for fifth graders and some are of dubious appeal to students of today, the Classics list for substitutes has many titles that are easier to read and are appealing. At the beginning of the project these are usually the titles the students choose to read, but almost before they realize it, they are reading more difficult titles, stretching their abilities in reading, as well as broadening their scope, outlook, and understanding. A recommended list for those beginning the project shoud be distributed to fifth graders at the beginning of the year.

Each week Newbery Classics Discussion Groups meet in the library to talk about the books. Only those currently active in the project may attend these meetings in which characters, plots, themes, and settings are discussed. Discussion titles are announced in advance, so students have an opportunity to read the book and sign up prior to the meeting. Group size is restricted in order to permit more meaningful discussion.

Although only about ten to fifteen percent of the fifth and sixth graders complete the entire project, nearly all participate in some degree. The emphasis is upon enjoyment and sharing of some of the best books written for children.

Tests for the titles on the Classics list may be obtained from the Thomas Paine Library.

LIST OF CLASSICS FOR NEWBERY SUBSTITUTIONS

Author	Title
Alcott	Little Women
Barrie	Peter Pan (play version only)
Baum	The Wizard of Oz
Burnett	The Secret Garden
Burnford	The Incredible Journey
Carroll	Alice in Wonderland
Cleary	Henry Huggins
Cleary	Runaway Ralph
Dodge	Hans Brinker
Estes	The Hundred Dresses
Estes	The Moffats
George	My Side of the Mountain
Graham	Wind in the Willows
Hale	The Peterkin Papers
Irving	The Legend of Sleepy Hollow and Rip Van Winkle
Kipling	The Jungle Book
Knight	Lassie Come Home
Lawson	Ben and Me
Lewis	The Lion, the Witch, and the Wardrobe
McCloskey	Homer Price
Milne	Winnie-the-Pooh
North	Rascal
Norton	The Borrowers
Pyle	Otto of the Silver Hand
Pyle	Some Merry Adventures of Robin Hood
Robertson	Henry Reed, Inc.
Sewell	Black Beauty
Spyri	Heidi
Tolkien	The Hobbit
Travers	Mary Poppins
Twain	The Prince and the Pauper
White	Charlotte's Web
Wilder	On the Banks of Plum Creek

NEWBERY/CLASSICS PROGRAM - II

In this variation of the Newbery/Classics program, no tests are taken. Participating students sign a contract agreeing to the following provisions:

Each Newbery/Classics Program participant will meet weekly with the librarian. Each participant agrees to the following:

1. Meet weekly with the librarian for discussion of group activity.

2. Read 7 required novels (to be assigned) and be prepared to participate in a group discussion according to a schedule developed at the beginning of the year.

   REQUIRED DISCUSSION NOVELS

   The Cat Who Went to Heaven
   A Gathering of Days
   The Twenty-One Balloons
   The Slave Dancer
   King of the Wind
   Strawberry Girl
   Trumpeter of Krakow
   Invincible Louisa
   Johnny Tremain
   Roll of Thunder, Hear My Cry
   Wind in the Willows

3. Read a minimum of 20 books from the attached Newbery/Classics list in addition to novels required for group discussions and classroom assignments.

4. Plan and complete a minimum of 5 projects based on Newbery/Classics read. Each of the 5 projects must be different. Dioramas must be spectacular to be given credit.

5. Participate in group projects based on required novels. These will be done in the library during weekly group sessions.

6. Be prepared to present short oral reports about independent reading including some of the following elements: Characters, plot, theme, setting, conflict and resolution, and author information. Maintain a Newbery/Classics folder in which you:

   A. Keep a list of books read.
   B. Keep a record of projects completed.
   C. Keep notes on required novels in preparation for group discussions.

This version of the project enables schools with lower intermediate enrollments, and transient student populations to have a Newbery/Classics program which can be accomplished in one year or less.

Classics for Newbery/Classics Program II

Author	Title
Adams	Watership Down
Aiken	Wolves of Willoughby Chase
Alcott	Little Women
Atwater	Mr. Popper's Penguins
Babbitt	Tuck Everlasting
Barrie	Peter Pan
Baum	Wizard of Oz
Bond	A Bear Called Paddington
Boston	A Stranger at Green Knowe
Buck	The Big Wave
Burch	Queenie Peavie
Burnett	The Incredible Journey
Carroll	Alice in Wonderland
Christopher	The White Mountains
Collier	My Brother Sam is Dead
Cooper	The Dark is Rising
DeJong	Along Came a Dog
DeJong	The House of Sixty Fathers
Dodge	Hans Brinker
Durrell	The Animal Family
Eckert	Incident at Hawk's Hill
Estes	The Moffats
Estes	The Hundred Dresses
Farmer	Charlotte Sometimes
Garfield	Smith
Garner	The Owl Service
George	My Side of the Mountain
Graham	Wind in the Willows
Grahame	The Reluctant Dragon
Hamilton	House of Dies Drears
Henry	Brighty of the Grand Canyon
Hunt	Across Five Aprils
Irving	The Legend of Sleepy Hollow/Rip Van Winkle
Kendall	The Gammage Cup
Kipling	The Jungle Book
Knight	Lassie Come Home
LeGuin	Wizard of Earthsea
Lewis	The Lion, the Witch, and the Wardrobe
Majorian	Good Night, Mr. Tom
Mayne	Earthfcsts
McCloskey	Homer Price
Milne	Winnie the Pooh
North	Rascal
Norton	The Borrowers
Ormondroyd	Time at the Top
Peck	A Day No Pigs Would Die
Pierce	Tom's Midnight Garden
Pyle	Otto of the Silver Hand
Pyle	Some Merry Adventures of Robin Hood
Rawlings	The Yearling

CALDECOTT PROGRAMS

Primary students may participate in a Caldecott Readers program. The following are representative of the Caldecott programs operating in the Urbana Elementary Schools.

CALDECOTT CLUB I

PURPOSE

To introduce second and third grade pupils to the best picture books. The grade level guideline for this project assures that participants will be exposed to these selections before they move out of the Easy section to read in the more difficult Fiction section of the library.

MATERIALS

A good supply of Caldecott books (many are available in paperback).

The Caldecott Activity Program by Edward Grossman. Cards are published by Sunburst Communications, Round Ridge, New York 10576.

List of questions and answers for Caldecott books not contained in the Sunburst set.

Films that are available.

Chart of the children involved with book titles listed across the top or student record sheet.

Student list of books.

List of seminar questions for teachers.
(Attached)

Student record sheets.

PROCEDURE

This is a classroom/library project. Testing is done in the classroom by the method chosen for each particular child by the teacher. Some teachers give oral tests whenever written answers would be too difficult for the child.

Class time--Testing and reading.

Library time is used for:

1. Five seminars (teachers will handle half of the group while the librarian handles the other half).

2. To show films of Caldecott winners or for reading stories.

3. Checking out new books.

4. Taking tests on finished ones. Any child who finishes a book test and has it approved by the teacher fills out the record form and returns it to the library where the chart is filled in for that child's completions. Record keeping may be done in the classroom.

A Battle of Books game is held at the final period based only on Caldecott books. The players are the six students who have read and passed tests on the most books.

SPECIAL CONSIDERATIONS

1. Students are asked to take only one book at a time. Small collections may also be rotated to classrooms.

2. A student may take tests on any book he reads, hears, or sees.

3. A book from the Selected List of Picture Books may be substituted.

4. Award Suggestions. When children have read and been tested on all the award books, a brief award ceremony is held in the classroom and a photograph of the presentation including the school principal, the teacher and the child is displayed on the "Caldecott Honor Roll" in the library for the reminder of the school year. Recognition of those children is also included during the Awards Assembly at the close of school.

CALDECOTT CLUB SEMINARS

Plot

1. Do you think this story could have happened?

2. Should any of the books you have read end differenvly?

3. What events determined the outcome of your story?

4. Occasionally there is more than one story going on at a time. Is this true in any of the stories you have read?

5. You have been chosen to serve on an international committee which will select books to be published in a new international language for all the people of the earth to read. After thinking about a book you have just read, tell why or why not you would include it.

6. King Kong has just climbed through your bedroom window. He is madly trying to rip apart the book you have just finished. You must act very quickly to defend it. Convince him not to hurt it.

7. You are a typewriter that continues to type long after the author has put the final period to a story and has retired. Are you changing parts or adding more to the story?

8. Pretend you are the author of the book you have just finished and that it has not yet been published. Everyone likes the story except for the ending. How would you change it so they would like the entire book? Or would you keep it as it is?

Character

1. Describe your character. Then set up one of the situations in the story and have others predict how your character would react.

2. How did one character feel about another character?

3. What do you remember about the people in your story?

4. Would you like _____________ for a friend?

5. Do you know anyone like any of the characters in your book?

6. Would you enjoy being a member of your character's family?

7. How does your character overcome problems?

8. You dreamt last night that the main character in the book you have just finished was your best friend. Tell about a typical day with the character--where you might go and what you might do and see.

9. Since you have the power to transform the major characters in your book into animals and you choose to do so, decide upon an animal for each based upon personality traits.

10. You are a Computer Dating Service and have been asked to find the perfect match for the main character in your book. Describe this person according to looks, personality, tastes, and relationships.

Setting

1. If you awakened in your character's setting, what things would you notice first?

2. How do the children in the story differ from you and your friends? How are they the same?

3. Suppose you were to move to your character's town, city, or home. How would your life be different?

Theme

1. What do you think is important enough in your story for us to remember?

2. How would the story be changed if it were to happen in another time?

3. Some people believe you can learn only from experience. What are some things you learned from reading about your character?

4. The President of the United States of America asks you to tell him one thing that the character in your book discovered about life which all Americans ought to know in order to make this a better world. Tell the President about this lesson in Life, but remember he is a busy man.

Style

1. How did the story make you feel?
2. Who has been the most memorable character and why?
3. Into what category would you place the book? How does the author show this to you?
4. You are your book sitting on the shelf of a bookstore. What will you say to children to convince them to buy you?
5. The main character in your book has been accused of murder and theft. Give reasons for thinking this person is either guilty or innocent.

Guide to Seminar Discussions

1. Have each child tell the group one title they have read.
2. Explain the kinds of questions for the day. (What is a plot or what is a theme, etc.)
3. Encourage children who have read the same book to comment on answers about that book.
4. Expand as much as possible on each question. Be willing to drop a question that is not going anywhere.
5. Be the leader. Bring out the reasons for the child's answers.

CALDECOTT CLUB II

In several elementary schools the librarian conducts a year-long reading enrichment program for top readers at the 2nd or 3rd grade level. The emphasis is on the artistic quality of the books rather than story content. The students meet with the librarian once or twice a week for a total of about 1 hour of planned lessons combining discussion of books read, artist studies, and related literature and art activities. The students keep a log of Caldecott books read during the year with a goal of reading all the books in one year. No tests are taken, but a "Battle-of-Books" game is played near the end of the year with questions about the books.

CALDECOTT CONTRACT

As a Caldecott Club member, I will read at least one Caldecott Medal book each week. My goal for the year is to read all of the 48 Caldecott Medal books. I will participate in weekly group discussions of the Caldecott books, art and writing activities based on Caldecott books, and complete all assignments to the best of my ability. I will keep a record of all Caldecott books read in my Calfecott folder. I will bring my Caldecott folder to the weekly Caldecott Club meeting.

Signed ____________________________

Date ______________________________

CALDECOTT CLUB III

This program introduces some of the less well-known Caldecotts to third graders who meet together two times a week.

During the first weekly session the librarian or students give an oral presentation of a book along with introductory material. The second weekly session is devoted to the creation of artistic or craft projects related to the book which will later be displayed in the library.

Some suggested projects are:

Handforth. Mei Li.
Origami animals related to the current year.
(1987-The Year of the Rabbit)

Ets. Nine Days to Christmas.
Paper cup pinatas.

Milhous. The Egg Tree.
Decorated "blown" eggshells.

Related games and puzzles are available at the close of each session.

ILLUSTRATOR STUDIES

Illustrator studies can arouse interest in many types of print and non-print materials. The student's critical skills in discovering the relationship and importance of the illustrations in the text can be developed. The creative process can be studied. Various styles arouse interest and awaken aesthestic tastes. A multitude of media can be located and imitated: Polish silouettes, Japanese watercolors, pencil sketches and lithographs.

After a few examples children can quickly see that some books exist for the sake of the illustrations alone. Some require a visual experience to make the print understandable or to carry the humor. Useful vocabulary to point out might be: bold, striking, petite, detailed, colorful, peaceful, exaggerated, ludicrous, drab, ordinary, authentic, etc.

The illustrator's work is important especially in the Easy Collection. The entire process from ideas to printed book is shown in the Pied Piper sound filmstrip on the Hollings -- "Story of a Book". In this the husband and wife are a team, but often the illustrator is completely unknown to the author. Frequently they are one and the same person. Children like to judge which illustrator they like best in a group of titles by a single author.

Studies can deal with all the available titles by a single illustrator such as Galdone, Lionni, Keats, or Burkert. Various styles used for the same story, perhaps Little Red Riding Hood or Noah's Ark, can be pulled and compared. Children's Awards and Prizes lists the outstanding illustrators that can be studied from the United States as well as from other countries.

The Champaign County Schools Film Coop has films on illustrators listed by their names.

BOOK FORMAT AND GRAPHIC DESIGN

The ability to enjoy and understand the visual arts can be enhanced through the study of picture books. A parallel can be drawn between the study of fine art and the study of picture books. A good resource is Lacy's Art and Design in Children's Picture Books, American Library Association, 1986.

Vast differences in style of illustratkons can be shared by the child and adult. The beautiful, the comic, the sophisticated, the simple. and even the inadequate can be demonstrated. Many examples of realistic, abstract, surreal or cartoon can be found, as well as examples of many artistic methods and media.

Print is important to many readers, buv children do not realize its subtle impact. Lessons in distinctions between capital letters and lower-case letters, between block letters and a thick-thin type, can be useful.

The realization that many people work together to produce a single book is a concept which needs to be developed. Aliki's How a Book is Made (Crowell, 1986), shows the many people and jobs involved in the production of a children's book.

REALLY READERS

Designed for fifth and sixth graders at Prairie School reading less than two years below grade level, Really Readers provides students with appropriate reading materials, bi-weekly personal conferences with the librarian, the necessary organizational skills to complete the work, and quarterly incentive rewards.

Student progress is evaluated weekly and classroom teachers are notified. The librarian maintains all student records, including a dated log of conferences and progress. Credit for titles read reflects a number of points based on reading difficulty and number of pages in the book.

Example:

R.L. 4.9 x 10 = 49 + 102 pages = 151 points
R.L. 4.9 x 10 = 49 + 40 pages = 89 points

Awards are given monthly for 200 points, 300 points, 400 points + Club. These are presented at a quarterly awards lunch held in the library.

Procedures for Credit

1. Select and read a book.
2. Take a written or computerized test on the book.
3. Failed tests may be retaken twice. (Once using a book, 3rd time using page of answers.)

BOOK DISCUSSION GROUPS

Book discussion groups may take several forms. Whole classes may discuss books on a given theme such as friendship, courage, or handicapped persons. They answer questions of general significance which could apply to many of the books (e.g., "Are there different kinds of courage?").

Another form of discussion is the small group in which a limited number of children all read the same book and are guided by a set of open-ended questions distributed to them before they get together for the meeting. This discussion may follow the general principles of a Great Books Study Group. Samples of open-ended questions follow.

In small discussion groups each student may select a particular title from those collected by the librarian (the collection could be all new books, books on a special subject, classics, etc.). After the preferences of individual students have been determined, the librarian may select special books for each student in the group. The students read their books during the week, and at the next meeting each one talks about his or her book with the librarian leading questions and discussion relating to each book. The students also write brief book reviews to be used in the library. This works well in an after-school book club.

Sample Discussion Questions

My Side of the Mountain
by Jean George

1. What sort of plans and preparations did Sam make for his adventure?
2. What were some of the challenges that Sam had to face?
3. Was there any problem that Sam couldn't overcome?
4. Why were the people Sam confided in so willing to let him continue in his plan--people such as the librarian, his father, Bill, the truck driver, and Bando?

THE BOOK BUNCH

The Book Bunch at the Junior High School is an after-school Book Club. Anyone interested in reading and talking about books is encouraged to join. Students learn about the group through posters and announcements over the intercom at the beginning of the school year.

Meetings are held once a week in the library. Students choose a book (or books) from the library collection to read and talk about the next week. Some members write reviews of new books for the library file and/or the school newspaper.

A Book Trade is sponsored once a year by the Book Bunch. All students are requested to bring in books to be traded. They receive "book bucks" according to the type and number of books donated. On the day of the trade, they exchange their "book bucks" for books of their choice.

AUTHOR STUDIES

A small group or an entire class can become involved in the study of the life and writings of a favorite author. Biographical information about the author can be found on book jackets, in reference books, and from publishers. This information can be put on a ditto sheet and reproduced for each student, or can be used as the focus for student research.

Discussion sessions can be arranged for students and the librarian. Some may select favorite lines or episodes to share aloud with the others in the group. Very brief conversations between two or three characters as found in Harshaw's What Book Is That? can suggest the author's style and outline the plot of the story.

Writing letters to the authors is encouraged. Conference-telephone call can be arranged through the publisher.

The student may read the books of two or more authors and make comparisons of the authors' style, characterizations, plot development, etc.

A number of sound filmstrips of books, some with a recorded interview with the author are available from Pied Piper Productions. Miller Brody's Random House, "Meet the Newbery Author" series provides an in-depth look at more than 10 Newbery Medal and Honor winners and their books.

An example of an author study is detailed below:

With the cooperation of the classroom teacher the librarian may ask a group of students to read books about Paddington Bear, written by Michael Bond. These students and the librarian meet to discuss these books.

During the discussion sessions the students find information about the author's life and other stories he has written. Students examine Bond's use of and the spelling of special words used in England. Maps of Peru and England are examined. Students may choose to dramatize parts of the stories.

The final session can be a "Paddington Tea Party". Refreshments can be small buns, marmalade, tea or cocoa.

AUTHOR VISITS

It's very exciting for children personally to meet an author, but it takes careful preparation and planning in order to insure that this will be a rewarding, rich experience for everyone. Planning should begin several months in advance of the visit. If there is not time to do a thorough preparation, it is better to postpone the visit until adequate arrangements can be made.

Local authors are gracious and willing to give their time. Do not hesitate to ask them to visit, but have specific dates and times in mind. They will appreciate knowing what you expect of them, how old the children are and what aspect of their work you would like them to discuss.

Once these arrangements have been made, begin preparing the children by the following steps:

1. Gather together as many copies as possible of the author's works. Use interlibrary loan to obtain additional books.
2. Select at least one book for the teacher to read to the class.
3. Give a book talk on all the titles available in the library. Mention other titles so the students are aware of them.
4. Make sure every child in the class has at least one book to read.
5. Search out all available biographical data on the author and distribute it through the classroom teacher.
6. Conduct follow-up activities, such as discussion groups, art activities, dramatizations, etc. These should be a cooperative effort with the classroom teacher.
7. After the children have become familiar with the background material on the author, they may do some detective work on the dedications in the books. How many of the names can they identify?

8. After a class discussion to stimulate ideas, have each child write down one question they would like to ask the author. This paper should be signed and submitted to the teacher or librarian. The questions should be checked for relevancy, duplication and clarity. Every child should be prepared with a question which he or she would like answered--and one that is interesting and unique. Do not allow several highly verbal students to monopolize the interview.

9. A day or two before the visit decorate the library with displays and art projects created by the students for the visit.

10. Confirm the day and time with the author and give any last minute instructions.

11. Invite the principal to join the group and to welcome the author to the building.

12. Refreshments may be served, although it is not necessary. This is especially nice if the food has been prepared by the children and is somehow tied in with some aspect of one of the books.

13. A quick review of good manners can be a profitable experience for the children.

14. Review all program plans with the children. Make sure each child knows what is expected of him/her.

15. Have a good time and do not forget to video tape the event.

ELECTRONIC BOOKSHELF

This commercially produced computer program provides an effective means of testing students on library books they have read. In addition, the program has record keeping capability for each student. While commercially prepared data disks of test materials are available, many test disks have been prepared by district librarians and these disks may be copied by other Urbana librarians.

In several schools "Electronic Bookshelf" has proved to be the basis for highly successful motivational reading programs.

Commercial program and data disks are available in most Urbana schools.

BYTE INTO BOOKS

This commercial data base program will generate bibliographies based upon a student's reading level and interest area. Used in conjunction with the "Electronic Bookshelf", it can provide an independent reading program for all ages. "Byte Into Books" is available, through a site licensing agreement, to all Urbana schools.

STORY HOURS

Story hours should be a regular part of the elementary library program. Organization, content and scheduling may be at the discretion of each librarian, although some guidelines and suggestions will follow. These suggestions are based on programs currently in operation at schools within the district.

Three basic kinds of story hours can be conducted:

1. Regularly scheduled classes.
   Story hours may be concerned with subjects of interest to age level of the student, the seasons, special library units or subjects which relate to classroom units of study.

2. Special story hours upon request from teachers or based on some special topic of current interest.

3. Special theme story hours especially for intermediate grades.

Scheduling of story hours may also vary in scope and length. Regular story hours should be no shorter than twenty minutes to allow time for introductory and follow-up material. If students will be browsing afterwards, that factor must also be considered. The length of the program will also depend on the age and attention spans of the listeners.

There are many sources which may be consulted for suggestions on presentation techniques. Here are a few helpful hints:

1. Prepare introductory material for each presentation to warm up the listeners to the mood of the stories*.

2. Know the story well enough so that the book can be held with all pictures visible to students.

3. Use a variety of presentation techniques, picture books, puppets, audiovisuals, games songs, guest storytellers, etc.

4. Borrow materials from other libraries when needed and swap ideas with other librarians.

5. Use the stories to teach curriculum goals of plot, theme, characters, setting, fiction/nonfiction, and parts of the book and arrangement.

6. Consider follow-up activities for the classroom. Possibilities are small related classroom collections, related listening or viewing stations, art activities, film, etc. which will keep the lesson alive until the next week.

7. Stories may be grouped together so special emphasis may be placed on author, style, subject or theme.

*Nancy Polette's E is for Everybody, available from Scarecrow Press offers lead-in and follow-up activities for 147 picture books.

FINGER PLAYS AND GAMES

These short activities are popular with primary age children. Finger plays and games are excellent devices as attention-getters with restless children because they require participation. They also make good breaks within a storytime program and lend themselves to the introduction of a particular theme or story.

Games ought to be played more than once so the child can remember the activity and perhaps be able to teach it to a member of his family. Some can be used over throughout the year, such as the game "Going on a Bear Hunt".

BIBLIOGRAPHIES FOR TEACHERS AND STUDENTS

Bibliographies are one of the most valued services offered to teachers. They create good public relations and increase the use of the library collection.

When teachers ask for materials on a subject, compile a list of available materials in print, nonprint, and realia.

Suggestions:

1. Maintain a file of bibliographies in alphabetical order by subject.
2. Always date a bibliography and include the name of the library.
3. Be sure to have bibliographies for units that are used regularly throughout the year; for example, holidays, general subjects, etc.
4. Include the author, title, publisher, date, and call number. Annotate if possible.
5. Every few years update the bibliographies, adding and deleting as necessary.
6. Make sure that the teachers are aware that these lists are available for their use.
7. Quick bibliographies can be made by photocopying circulation cards.

New book lists should include enough information so that teachers can tell what the book is about, possibly the reading level, and whether it is good for class or individual use. Have the books on a shelf so that all teachers and students have a chance to see the materials before they are ciculated. Send the new book list out as soon as the materials are available.

Bibliographies for students are useful on subjects which have special appeal such as: humor, ghost stories, hobbies, monsters, etc. They should have short, interesting annotations.

A SELECTED LIST OF PICTURE BOOKS

The following list has been compiled by the librarians of Urbana District #116 and is based on books used successfully during story hours in their individual libraries and titles recommended to primary teachers to use in their classrooms.

It is not a list of titles to be required, but a list of titles which might be considered when planning individual programs.

AUTHOR	TITLE
Aardema	Who's in Rabbit's House?
Aardema	Why Mosquitoes Buzz in People's Ears
Aliki	Digging Up Dinosaurs
Allard	Miss Nelson is Missing
Ardizonne	Little Tim and the Brave Sea Captain (and other Tim books)
Barrett	Animals Should Definitely Not Wear Clothes
Bemelmans	Madeline
Bemelmans	Madeline's Rescue
Black	The Little Old Man Who Could Not Read
Briggs	Jim and the Beanstalk
Briggs	The Snowman
Bright	Georgie
Brown	Cinderella
Brown	Goodnight Moon
Brown	Once a Mouse
Brown	Stone Soup
Brown	The Runaway Bunny
Brunhoff	Story of Babar (and other Babar books)
Burningham	Mr. Gumpy's Outing
Burton	Katy and the Big Snow
Burton	Mike Mulligan and His Steam Shovel
Burton	The Little House
Caines	Abby
Carle	The Hungry Caterpillar
Caudill	A Pocketful of Cricket
Clifton	The Boy Who Didn't Believe in Spring
Cohen	The Carp in the Bathtub
D'Aulaire	Don't Count Your Chicks
Daugherty	Andy and the Lion
DePaola	Strega Nona
DeRegniers	May I Bring a Friend?
Duvoisin	Petunia
Duvoisin	White Snow, Bright Snow
Eichenberg	Ape in a Cape
Elkin	A Bundle of Sticks
Ets	Play With Me
Fatio	The Happy Lion
Felton	Pecos Bill and the Mustang

AUTHOR	TITLE
Flack	Angus Lost (and other Angus books)
Flack	Ask Mr. Bear
Flack	The Story of Ping
Freeman	Corduroy
Gackenbach	Harry and the Terrible Whatzit
Gag	Millions of Cats
Galdone	Frog Prince
Galdone	Gingerbread Man
Galdone	Little Red Hen
Galdone	Old Woman and Her Pig
Galdone	Three Bears
Galdone	Three Billy Goats Gruff
Goble	The Girl Who Loved Wild Horses
Gramatky	Little Toot
Grimm	Jorinda and Joringel
Grimm	Snow White and Rose Red
Grimm/Hyman	Little Red Riding Hood
Hader	The Big Snow
Haley	A Story, A Story
Harper	The Gunniwolf
Hoban	Bedtime for Frances (and other Frances books)
Hoff	Danny and the Dinosaur
Hogrogian	One Fine Day
Hopkins	Surprises
Hutchins	Don't Forget the Bacon
Hutchins	Happy Birthday, Sam
Johnson	Harold and the Purple Crayon
Kahl	Duchess Bakes a Cake
Keats	Over in the Meadow
Keats	Peter's Chair
Keats	The Snowy Day
Keats	Whistle for Willie
Kipling	Just So Stories
Krasilovsky	The Cow Who Fell in the Canal
Kraus	Gregory the Terrible Eater
Kraus	Leo the Late Bloomer
Kraus	Milton the Early Riser
Kraus	Whose Mouse Are You?
Lamorisse	Red Balloon
Langstaff	Over in the Meadow
Leaf	Story of Ferdinand
Lindgren	The Tomten
Lionni	Alexander and the Wind-Up Mouse
Lionni	Frederick
Lionni	Little Blue and Little Yellow
Lionni	Swimmy
Lobel	Frog and Toad Are Friends (and other Frog and Toad books)
Martin	Brown Bear, Brown Bear
Mayer	Beauty and the Beast
Mayer	There's a Nightmare in My Closet

AUTHOR	TITLE
McCloskey	Blueberries for Sal
McCloskey	Make Way for Ducklings
McDermott	Anansi the Spider
McDermott	Arrow to the Sun
Milne	Winnie the Pooh
Minarik	Little Bear
Mosel	The Funny Little Woman
Mosel	Tikki Tikki Tembo
Mother Goose	The House That Jack Built
Parish	Amelia Bedelia
Payne	Katy-No-Pockets
Potter	Tale of Peter Rabbit
Quackenbush	She'll Be Coming Round the Mountain
Quackenbush	Skip to My Lou
Rey	Curious George
Sandburg	Wedding Procession of the Rag Doll and the Broom Handle and Who Was In It
Sendak	In the Night Kitchen
Sendak	Where the Wild Things Are
Seuss	And To Think That I Saw It on Mulberry Street
Seuss	The Cat in the Hat
Seuss	The Lorax
Shulevitz	One Monday Morning
Sleator	Angry Moon
Slobodkina	Caps for Sale
Spier	Oh, Were They Ever Happy
Steig	Dr. DeSoto
Steig	Sylvester and the Magic Pebble
Steig	The Amazing Bone
Tolstoy	The Great Big Enormous Turnip
Udry	A Tree is Nice
Viorst	Alexander and the Terrible, Horrible, No-Good, Very Bad Day
Vipont	The Elephant and the Bad Baby
Waber	An Anteater Named Arthur
Waber	Ira Sleeps Over
Wagner	John Brown, Rose and the Midnight Cat
Ward	The Biggest Bear
Wildsmith	The Lazy Bear
Williams	Albert's Toothache
Yashima	Crow Boy
Yashima	Umbrella
Yolen	Girl Who Loved the Wind
Zemach	Duffy and the Devil
Zion	Harry the Dirty Dog
Zolotow	Mr. Rabbit and the Lovely Present
Zolotow	Someday

READ ALOUD BOOKS FOR PARENTS AND TEACHERS

Teachers often request suggestions for good books which can be read aloud to the entire classroom, either for a brief period of time at the end of the school day, or on a regular basis, perhaps covering a chapter each reading. Parents also may request lists of books which they may use when reading to their children.

The following bibliographies, though not comprehensive, are examples of titles which have proved popular among Urbana school children. The list is arranged by grade levels, K-1, 1-2, 3-4, 5-6, 7-9, with the suggestion that the story is suitable for those levels, although it may be appropriate for children of other grade levels. There are some duplications.

READ ALOUD BOOKS LEVEL K-1

AUTHOR	TITLE
---	Fox Went Out On a Chilly Night
Bannon	Red Mittens
Bate	Little Rabbit's Loose Tooth
Bemelmans	Madeline (and other books)
Bridwell	Clifford and the Big Red Dog (and other books)
Bridwell	The Witch Next Door
Bright	Georgie
Brown	Once a Mouse
Brown	Stone Soup
Brown	The Runaway Bunny (and other books)
Bulla	The Sword in the Tree
Burningham	Mr. Grumpy's Outing
Burton	Katy and the Big Snow
Burton	Mike Mulligan and His Steam Shovel
Burton	The Little House
Carle	The Very Hungry Caterpillar
DePaola	Strega Nona
DeRegniers	May I Bring a Friend?
Duvoisin	Petunia
Flack	Angus and the Ducks (and other books)
Flack	The Story About Ping
Freeman	Corduroy (and other books)
Gag	Millions of Cats
Galdone	Henny Penny
Galdone	The Gingerbread Boy
Galdone	The Princess and the Pea
Galdone	The Three Bears
Galdone	The Three Billy Goats Gruff
Hader	The Big Snow
Heyward	The Country Bunny and the Little Gold Shoes
Hoban	Bedtime for Frances (and other books)
Hughes	David and Dog
Hutchins	Don't Forget the Bacon
Hutchins	Rosie's Walk
Hutchins	The Doorbell Rang
Hyman	Little Red Riding Hood
Janice	Little Bear's Thanksgiving (and other books)
Johnson	Harold and the Purple Crayon
Kahl	The Duchess Bakes a Cake
Keats	Peter's Chair (and other books)
Keats	Swimmy
Keats	The Snowy Day
Kraus	Milton the Early Riser (and other books)
Krauss	Carrot
Leaf	The Story of Ferdinand
Lionni	Alexander and the Wind-Up Mouse
Lionni	Frederick

AUTHOR	TITLE
Lionni	Frederick's Fables
Lionni	Swimmy
Lionni	The Biggest House in the World
Marshall	George and Martha (and other books)
Martin	Brown Bear, Brown Bear
McCloskey	Blueberries for Sal
McCloskey	Make Way for Ducklings
Milhous	The Egg Tree
Miller	Mousekin's Golden House (and other books)
Minarik	A Kiss for Little Bear (and other books)
Parkin	The Red Carpet
Potter	The Tale of Peter Rabbit (and other books)
Raynor	Mr. and Mrs. Pig's Evening Out (and other books)
Rey	Curious George
Sendak	Where the Wild Things Are
Seuss	The Cat in the Hat (and other books)
Shulevitz	One Monday Morning
Slobodkin	Caps for Sale
Steig	Amos and Boris
Steig	Dr. DeSoto
Steptoe	Stevie
Steptoe	The Story of Jumping Mouse
Thayer	The Popcorn Dragon
Tresselt	The Mitten
Udry	A Tree is Nice
Ungerer	Crictor
Viorst	Alexander and the Terrible, Horrible, No-Good, Very Bad Day
Viorst	The Tenth Good Thing About Barney
Waber	Ira Sleeps Over
Waber	Loveable Lyle
Wagner	John Brown, Rose, and the Midnight Cat
Wells	Noisy Nora
White	Charlotte's Web
Wildsmith	The Lazy Bear (and other books)
Williams	A Chair for My Mother
Wood	The Napping House
Yashima	Crow Boy
Yashima	Umbrella
Zion	Harry, the Dirty Dog
Zion	The Plant Sitter
Zolotow	William''s Doll (and other books)

READ ALOUD BOOKS 1-2

AUTHOR	TITLE
Andersen	The Emperor's New Clothes
Ardizonne	Little Tim and the Brave Sea Captain
Atwater	Mr. Popper's Penguins
Beatty	Matthew Looney's Voyage to the Earth
Blume	Freckle Juice
Bond	A Bear Called Paddington
Briggs	Jim and the Bean Stalk
Butterworth	The Enormous Egg
Caudill	A Certain Small Shepherd
Caudill	A Pocketful of Cricket
Caudill	Best Loved Doll
Caudill	Did You Carry the Flag Today, Charlie?
Cleary	Ellen Tebbits (and other books)
Collodi	Pinocchio
Dalgleish	Bears on Hemlock Mountain
Dalgleish	Courage of Sarah Noble
Daugherty	Andy and the Lion
Erickson	A Toad for Tuesday
Fatio	The Happy Lion
Flack	Walter the Lazy Mouse
Freeman	Corduroy
Gage	Miss Osborne-the-Mop
Galdone	Tailypo
Godden	The Doll's House (and other books)
Haywood	Betsy books
Lindgren	Pippi Longstocking
Lobel	Whiskers and Rhymes
Lofting	Travels of Dr. Dolittle
McCloskey	Lentil
McDonald	Mrs. Piggle-Wiggle stories
Milne	Winnie the Pooh
Ness	Sam, Bangs, and Moonshine
Parish	Amelia Bedelia (and other books)
Peet	Big Bad Bruce (and other stories)
Prelutsky	The New Kid on the Block
Seuss	Horton Hatches the Egg (and other books)
Titus	Anatole (and other books)
Todd	Space Cat (and other books)
Turkle	Obadiah the Bold
Ward	The Biggest Bear
Warner	Boxcar Children
Warner	Surprise Island
White	Charlotte's Web
White	Stuart Little
Yashima	Crow Boy
Zemach	Duffy and the Devil

READ ALOUD BOOKS LEVEL 3-4

AUTHOR	TITLE
Andersen	The Emperor and the Nightingale
Andersen	The Ugly Duckling
Andersen	The Wild Swans
Atwater	Mr. Popper's Penguins
Belting	The Long-Tailed Bear
Bennett	Little Witch
Best	Desmond the Dog Detective (and other books)
Bishop	Twenty and Ten
Blair	Tall Tale America
Blume	Tales of a Fourth Grade Nothing
Brooks	Freddie the Detective
Cameron	The Wonderful Flight to the Mushroom Planet
Chase	Jack Tales
Christopher	The Kid Who Only Hit Homers
Cleary	The Mouse and the Motorcycle (and other books)
Cleaver	Ellen Grae (and other books)
Corbett	The Baseball Trick (and other books)
Dahl	Charlie and the Chocolate Factory
Dahl	James and the Giant Peach
Eager	Half Magic
Estes	The Hundred Dresses
Estes	The Moffats
Farley	The Black Stallion
Fife	Who's In Charge of Lincoln?
Fleischman	Humbug Mountain
Fleischman	The Whipping Boy
Fritz	The Cabin Faced West
Gates	Blue Willow
Gilson	4B Goes Wild
Grahame	The Reluctant Dragon
Henry	Brighty of the Grand Canyon (and other books)
Hicks	Alvin Fernald, Mayor for a Day
Hodges	Saint George and the Dragon
Hoff	Johnny Texas
Jjagendorf	Sand in the Bag and Other Folk Stories of Ohio, Indiana & Illinois
Key	Escape to Witch Mountain
Kipling	Just So Stories
Konigsburg	Jennifer, Hecate, MacBeth, William McKinley, and Me, Elizabeth
Lauber	Clarence the TV Dog
Lawson	Ben and Me
Lawson	Rabbit Hill
Leech	The Thing at the Foot of the Bed

AUTHOR	TITLE
Lobel	Fables
MacLachlan	Sarah, Plain and Tall
McGovern	Robin Hood of Sherwood Forest
McGregor	Miss Pickerell Goes to Mars (and other books)
Miles	Annie and the Old One
Mowat	Owls in the Family
Norton	The Borrowers (and other books)
Robertson	Henry Reed, Inc.
Robinson	The Best Christmas Pageant Ever
Rockwell	How to Eat Fried Worms
Rodgers	Freaky Friday
Sachs	The Bear's House
Sachs	Veronica Ganz
Selden	The Cricket in Times Square
Seredy	The Good Master
Sharmat	Maggie Marmelstein for President
Slobodkin	Space Ship Under the Apple Tree
Sobol	Encyclopedia Brown
Steel	Journey Outside
Steig	Abel's Island
Stolz	Dog on Barkham Street (and other books)
Taylor	All-of-a-Kind Family (and other books)
Travers	Mary Poppins
Van Allsburg	Garden of Abdul Gasazi
Van Allsburg	Jumanji
Walsh	The GreenBook
White	Stuart Little
White	Trumpet of the Swan
Wilder	Little House in the Big Woods (and other books)
Willard	A Visit to William Blake's Inn
Williams	Danny Dunn and the Homework Machine (and other books)
Winterfeld	Castaways in Lilliput

READ ALOUD BOOKS LEVEL 5-6

AUTHOR	TITLE
Aiken	Black Hearts in Battersea
Alexander	The Prydian books
Armstrong	Sounder
Avi	The Fighting Ground
Babbit	Tuck Everlasting
Banks	Indian in the Cupboard
Benary-Isbert	The Ark
Binns	Sea Pup
Bonham	The Mystery of the Fat Cat
Boston	A Stranger at Green Knowe
Boston	The Children of Green Knowe
Brink	Caddie Woodlawn
Burnett	The Secret Garden
Christopher	The White Mountains (and other books)
Clarke	The Return of the Twelves
Collier	My Brother Sam is Dead
Cooper	Over Sea, Under Stone (and other books)
Cunningham	Dorp Dead
Dickinson	The Weather Monger (and other books)
Eckert	Incident at Hawk's Hill
Fitzgerald	The Great Brain
Fitzhugh	Harriet the Spy
Forbes	Johnny Tremain
Fox	One-Eyed Cat
Fritz	Homesick, My Own Story
Garfield	Smith
George	My Side of the Mountain (and other books)
Gipson	Old Yeller
Haar	Boris
Hamilton	The House of Dies Drear (and other books)
Heinlein	Tunnel in the Sky (and other books)
Henry	Ransom of Red Chief
Hunt	Across Five Aprils
Hunter	A Stranger Came Ashore
Huynh	The Land I Lost
Juster	The Phantom Tollbooth
L'Engle	A Wrinkle in Time (and other books)
Langton	Her Majesty, Grace Jones
Lawson	Ben and Me
LeGuin	Wizard of Earth Sea (and other books)
Mazer	A Figure of Speech
Merrill	The Pushcart War
Montgomery	Kildee House
Nagorin	Good Night Mr. Tom
O'Brien	Mrs. Frisby and the Rats of NIMH
O'Dell	Island of the Blue Dolphins
O'Dell	Sing Down the Moon
Paterson	Bridge to Terabithia

AUTHOR	TITLE
Paterson	The Great Gilly Hopkins
Pearce	Tom's Midnight Garden
Pyle	Otto of the Silver Hand
Rawls	Where the Red Fern Grows
Serraillier	The Clashing Rocks
Serraillier	The Gorgon's Head
Serraillier	The Way of Danger
Shotwell	Roosevelt Grady
Singer	When Schlemiel Went to Warsaw
Singer	Zlateh the Goat
Snyder	The Egypt Game (and other books)
Speare	Sign of the Beaver
Stevenson	Treasure Island
Sutcliff	Beowulf
Sutcliff	Dawn Wind
Sutcliff	Lantern Bearers
Taylor	Roll of Thunder, Hear My Cry
Williams	The Horn of Roland
Williams	The Sword of King Arthur

READ ALOUD BOOKS LEVEL 7-9

AUTHOR	TITLE
Asimov	Fantastic Voyage
Bradbury	Fahrenheit 451
Byars	The Pinballs
Crane	The Red Badge of Courage
Dickens	A Tale of Two Cities
Doyle	The Adventures of Sherlock Holmes
Engdahl	Enchantress from the Stars
Frank	Diary of a Young Girl
Galbraith	Cheaper by the Dozen
Lee	The Skating Rink
Neufeld	Lisa, Bright and Dark
Ney	Ox
White	Deathwatch

JUNIOR HIGH CLASSICS

AUTHOR	TITLE	PUBLISHER	DATE
Alexander	The Kestrel	Dutton	1982
Blume	Tiger Eyes	Bradbury	1981
Bond	The Voyage Begun	Atheneum	1981
Bridgers	All Together Now	Knopf	1979
Burnford	The Incredible Journey	Little	1961
Cleaver	Where the Lilies Bloom	Harper	1969
Collier	My Brother Sam is Dead	Four Winds	1974
Cooper	The Dark is Rising	Atheneum	1973
Danziger	The Cat Ate My Gymsuit	Delacorte	1974
Fox	The Slave Dancer	Bradbury	1973
Greene	Summer of My German Soldier	Dutton	1973
Guy	The Friends	Holt	1973
Hamilton	Sweet Whispers, Brother Rush	Putnam	1982
Hinton	The Outsiders	Viking	1967
Holman	Slake's Limbo	Scribner	1974
Johnston	The Keeping Days	Berkley	1973
Jones	The Hawks of Chelney	Harper	1978
Kerr	Gentlehands	Harper	1978
Konigsburg	A Proud Taste for Scarlet and Miniver	Atheneum	1973
LeGuin	A Wizard of Earthsea	Houghton	1968
Levoy	Alan and Naomi	Harper	1977
Lipsyte	The Contender	Harper	1967
Lowry	A Summer to Die	Houghton	1977
McCaffrey	Dragonsong	Atheneum	1976
Magorian	Good Night, Mr. Tom	Harper	1982
Mathis	Listen for the Fig Tree	Viking	1974
Mazer	Snowbound	Dell	1973
Myers	Fast Sam, Cool Clyde & Stuff	Viking	1975
O'Dell	Sing Down the Moon	Houghton	1970
Oneal	The Language of Goldfish	Viking	1980
Paterson	Jacob Have I Loved	Harper	1980

LITERATURE CONTESTS

Literature contests are a tool for promoting recreational reading and interest in the library. The following are a few suggestions for contests that have proved to be successful.

1. Favorite Book Contest or Favorite Author Contest

   This can be held during National Book Week with the results announced at the end of the week. Ballots may be distributed to classes as they come for their library periods and ballot boxes can be given a prominent space, perhaps under a bulletin board or poster advertising the election. At the elementary level it is a good practice to divide the contest into two or three divisions: primary and intermediate; or kindergarten through second, third and fourth, and fifth and sixth grade.

   A good bit of publicity should be given the contest before the balloting begins. Some classes or individuals may want to make posters to hang in the halls of the school and around the library. Results of the contest can form the basis of a library display of the winning selections along with any related materials such as other books by the same author, pictures of authors, and so forth.

2. "Name the Goblin"

   Reserve Dorrie and the Goblin by D. Coombs or read the book to classes. Set up a display with ballots and ballot box to receive suggestions. A panel of judges (student or adult) chooses a winner and runner-up. Follow-up display with name and winner will follow the contest.

   This can be done with any book where a character's name is not given. Use Billy Goat Gruff's troll, Red Riding Hood's wolf, etc.

3. "Who Am I?"

   Pictures of book characters from various sources such as withdrawn books, publishers' catalogs, children's magazines, etc. make contests that are quick and fun. A dozen or more illustrations that vary from nursery rhyme characters to current favorites are mounted on posterboard with large numbers. Provide a box to collect the answers and give a prize for the most correct answers. Take care that they vary enough to keep everyone from getting a perfect score.

4. Other subjects for contests might be:

My favorite animal character in books contest.

The funniest book in the library contest.

The scariest book in the library contest.

The bravest hero or heroine in books contest.

The book character I'd most like to have as a friend.

The titles mentioned by the students make a good bibliography to distribute as part of the follow-up display.

5. The library can also provide teachers with contest information which would involve reading, writing or research.

Examples:
1. Young Authors
2. Design-An-Add
3. Organization promotions
4. Publisher "Write-a-book" contests, etc.
5. Public library contests

BATTLE OF BOOKS

This book-quiz contest, where teams try to identify books from clues about characters, plots or settings, has been a part of the Urbana schools library programs since the early 1970's. During that time it has been continuously modified in order to adapt to changing student needs. At this time it is a weekly activity in some schools. The annual tournament draws participants from all elementary schools.

To schedule a weekly Battle, any group of four intermediate children may make themselves into a team and challenge any other team by simply placing a reservation with the librarian.

BATTLE OF BOOKS

Reservation Form

Date: Friday, ______________________________

Time: 1:45

TEAMS

____________________		____________________
____________________	vs.	____________________
____________________		____________________
____________________		____________________

Teacher Signatures

____

____

Timekeeper: ______________________________

Scorekeeper: ______________________________

Any children are welcome to join the audience in the library at any time.

Questions written by children are used as much as possible and recognition is give to those children. Following is a sample question form.

BATTLE OF BOOKS QUESTION

Submitted by ______________________________

Room Number ____________________

Title ______________________________

Author ______________________________

The books upon which the questions are based are made available at the end of each battle and are always eagerly sought.

All Urbana elementary schools participate in the Battle of Books tournament that is held each year at the Urbana Public Library during National Library Week. Teams of a fourth, fifth and sixth grader are organized. Each team representing three different schools. Battles are held after school with the All-City Championship being held on Saturday in the public Library Auditorium.

The Battle of Books is based upon a local radio program of many years ago sponsored by the Chicago Public Schools. The format has been considerably revised to meet the needs of our Urbana school community, but it still generates enthusiasm for reading and for children's books.

BATTLE OF BOOKS TOURNAMENT RULES

1. There are two teams each consisting of three players - a 4th, a 5th, and a 6th grader.

2. Questions shall be concerned with plots, characters and setting of well-known books for children. The answers to the questions should be the titles of books.

3. Each team will be given an equal number of questions and the questions are given to the teams alternately regardless of which team last gave a correct answer. Team 1 will therefore receive all odd-numbered questions and Team 2 will receive all even-numbered questions.

4. The books for which questions will be given will be, for the most part, from the Easy and Fiction sections of the library, but certain unique nonfiction books will also be acceptable if they can be easily distinguished from similar nonfiction books of the same type. Examples of such nonfiction books would be Rascal by Sterling North, Amos Fortune, Free Man by Elizabeth Yates, and The Endless Steppe by Esther Nautzig. (See 1987 Battle of Books list following.)

5. Points may be scored by correctly giving the title of the book. Five points will be scored for each title identified. If a title is correctly given, the same team may also score three bonus points by correctly identifying the author of the book.

6. The team to whom the question is given has 30 seconds in which to give both the title and author of the book. During that 30-second period they may have as many guesses as they wish and anyone on the team may sreak. They may confer with each other if they wish.

7. If, at the end of 30 seconds, the"team is unable to correctly answer the question, the opposing team has an orportunity to answer but they have only one chance to give one answer. Both title and author or just title must be given immediately when they are asked. There may be a team captain who gives the one "official" answer.

8. If the team to whom the question is directed is able to give the title of the book (and thus score five points) but is unable to name the author, the opposing team is not allowed to give the author and score three points.

9. In weekly games the audience may answer if no team can answer. Audience score can be kept, too. They may give the author if the first team cannot. Usually the audience does not participate during tournament games.

Thomas Paine
Battle of Books

Date ____________________
Time ____________________

Team 1 ____________________
____
____

Team 2 ____________________
____
____

Title--5 points BATTLE OF BOOKS SCORECARD Author--3 points

	Team 1	Team 2
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
	Final Score __________	Final Score __________

HELPFUL HINTS

1. Always make sure ahead of time that each team receives an equal number of questions about familiar books, Newbery books, and so on.

2. Give difficult questions back-to-back so that each team receives one. If possible, follow"these with back-to-back easy questions in order to restore the confidence of both teams.

3. Include in each contest several books that are new to the children. In order to make the games exciting, most of the questions should be about books with which the children are familiar.

4. The questions should be obvious enough so that anyone who has read the book will be able to identify the title.

5. Begin the contest with several easy questions for each team in order to build their confidence and quiet their nerves.

6. If the question concerns a book which is part of a series, make sure the question is specific enough so that the particular book in the series can be distinguished and identified.

TOURNAMENT PROCEDURE

Step 1: Selection of Participants

The children and teacher in each class may decide on the representatives from their group. The librarian may assist in that selection by providing tests or questions for classroom "Battles".
There should be the same number of participants at each grade level and within the grade level the same number from each class. Thus, if there are two sixth grades and three fifth grades, there will be three students from each sixth grade and two from each fifth grade.

Step 2: Assignment of Teams

The names of all participants are written on slips of paper and sorted by grade level. A name is drawn from each group and those three students make up a team.

Step 3: Announcement of Games

After one of the systems for organization is chosen a ditto of complete schedules should be distributed to all participants: players, scorekeepers, announcers, teachers, etc.

Step 4: Selection of Questions

All questions must be based upon titles listed on the annually revised Battle of Books List.

Step 5: Tournament Organization

In order to insure maximum potential for all children, one of the following systems of play should be used and the choice of system should be determined by the number of children participating at each grade level.

System 1 -- 3 games
Round Robin
For 3 teams-9 children

Team points are recorded after each game.

Team A
Team B > Game 1

Team B
Team C > Game 2

Team A
Team C > Game 3

Team A
Game 1 _____
Game 3 _____ Total ______

Team B
Game 1 _____
Game 2 _____ Total ______

Team C
Game 2 _____
Game 3 _____ Total ______

The team with the highest total score wins.

System 2 -- 6 games
Elimination and Round Robin
For 6 teams -- 18 children

Team A
Team B > Game 1

Team C
Team D > Game 2

Team E
Team F > Game 3

This is an elimination round. The winner of each of the three games then moves on to the Round Robin to the Round Robin described in System 1.

School tournaments are traditionally held a week or two prior to National Library Week. At the conclusion of that week a party is held in one of the elementary school libraries for the winning teams from each school. At that party, six new teams are formed, each with three children from different schools and grade levels. The Director of Children's Services of the Urbana Free Library attends this party and welcomes the children to the next Tournament level, the All-City Championship held in the Auditorium of the public library during National Library Week.

All-City Tournament

1. Organization

A nine-game Round Robin format is used.

Day One

Team A
Team B > Game 1

Team C
Team D > Game 2

Team E
Team F > Game 3

Day Two

Team A
Team C > Game 4

Team B
Team E > Game 5

Team D
Team F > Game 6

Day Three

Team A
Team F > Game 7

Team B
Team D > Game 8

Team C
Team E > Game 9

Team A
Game 1 ______
Game 4 ______
Game 7 ______ Total ______

Team B
Game 1 ______
Game 5 ______
Game 8 ______ Total ______

Team C
Game 2 ______
Game 4 ______
Game 9 ______ Total ______

Team D
Game 2 ______
Game 6 ______
Game 8 ______ Total ______

Team E
Game 3 ______
Game 5 ______
Game 9 ______ Total ______

Team F
Game 3 ______
Game 6 ______
Game 7 ______ Total ______

The team with the highest total score is declared the All-City Champion.

2. Officials

The Director of the Children's Department shall act as moderator and shall direct the games. Two student scorekeepers and one student timekeeper, supervised by their librarian, shall officiate at each game.

3. Questions

All questions will be drawn from titles on the current revision of the Battle of Books list. Questions will be selected and arranged by members of the Urbana Free Library staff.

BATTLE OF BOOKS LIST 1986-87

This list has been developed by the Urbana Elementary School Librarians and, during this school year, all Battle questions will be based on titles drawn from this list. We selected a wide variety of books spanning several reading and interest levels; some very popular titles and some lesser known works. One of our purposes is to introduce children to books that will help them develop a background of common literary experience. We therefore recommend these books to students for independent reading and to teachers for reading aloud.

AUTHOR	TITLE
Aardema	Why Mosquitoes Buzz in People's Ears
Adler	The Cat That Was Left Behind
Aiken	The Wolves of Willoughby Chase
Alcott	Little Women
Alexander	The High King
Allard	Miss Nelson is Back
Allard	Miss Nelson is Missing
Andersen	The Emperor's New Clothes
Andersen	The Ugly Duckling
Andersen	Thumbelina
Armstrong	Sounder
Atwater	Mr. Popper's Penguins
Aulaire	Abraham Lincoln
Avi	Emily Upham's Revenge
Avi	The Fighting Ground
Babbitt	Tuck Everlasting
Bailey	Miss Hickory
Banks	The Indian in the Cupboard
Barrie	Peter Pan
Baum	The Wizard of Oz
Bemelmans	Madeline
Bemelmans	Madeline's Rescue
Berends	The Case of the Elevator Duck
Blos	A Gathering of Days
Blume	Are You There, God? It's Me, Margaret
Blume	Freckle Juice
Blume	Otherwise Known As Sheila the Great
Blume	Superfudge
Blume	Tales of a Fourth Grade Nothing
Bond	A Bear Called Paddington
Brink	Baby Island
Brink	Caddie Woodlawn
Brittain	The Wish Giver
Brown	Arthur's Eyes
Brown	Once a Mouse
Buck	The Big Wave

AUTHOR	TITLE
Bulla	A Lion to Guard Us
Burch	Queenie Peavy
Burnett	The Secret Garden
Burnford	The Incredible Journey
Burton	The Little House
Butterworth	The Enormous Egg
Byars	Cracker Jackson
Byars	The 18th Emergency
Byars	The Cybil War
Byars	The Not-Just-Anybody Family
Byars	The Pinballs
Byars	The Summer of the Swans
Byars	The TV Kid
Cameron	The Wonderful Flight to the Mushroom Planet
Carroll	Alice's Adventures in Wonderland
Catling	The Chocolate Touch
Caudill	A Certain Small Shepherd
Caudill	A Pocketful of Cricket
Caudill	Did You Carry the Flag Today, Charley?
Caudill	The Best-Loved Doll
Chew	There's No Such Thing as a Witch
Christopher	White Mountains
Cleary	Beezus and Ramona
Cleary	Dear Mr. Henshaw
Cleary	Ellen Tebbits
Cleary	Henry and Ribsy
Cleary	Henry and the Paper Route
Cleary	Henry Huggins
Cleary	Ramona and Her Father
Cleary	Ramona and Her Mother
Cleary	Ramona Forever
Cleary	Ramona Quimby, Age 8
Cleary	Ramona the Brave
Cleary	Ramona the Pest
Cleary	Ribsy
Cleary	Runaway Ralph
Cleary	Socks
Cleary	The Mouse and the Motorcycle
Cleaver	Where the Lilies Bloom
Clifford	Harvey's Horrible Snake Disaster
Coatsworth	The Cat Who Went to Heaven
Collodi	The Adventures of Pinocchio
Conford	Seven Days to a Brand-New Me
Cooney	Chanticlear and the Fox
Cooper	The Grey King
Dahl	Charlie and the Chocolate Factory
Dahl	Charlie and the Great Glass Elevator

AUTHOR	TITLE
Dahl	James and the Giant Peach
Dalgliesh	The Courage of Sarah Noble
Daugherty	Andy and the Lion
Daugherty	Daniel Boone
DeAngeli	The Door in the Wall
DeClemente	Sixth Grade Can Really Kill You
DeJong	The Wheel on the School
DePaola	Helga's Dowry
DePaola	Strega Nona
DeRegniers	May I Bring a Friend?
Dickens	A Christmas Carol
DuBois	The Twenty-One Balloons
Dygard	Wilderness Peril
Eager	Half Magic
Edmunds	The Matchlock Gun
Emberley	Drummer Hoff
Enright	The Saturdays
Enright	Thimble Summer
Erickson	A Toad for Tuesday
Estes	Ginger Pye
Estes	The Hundred Dresses
Ets	Nine Days to Christmas
Farley	The Black Stallion
Farmer	Charlotte Sometimes
Field	Hitty, Her First Hundred Years
Fitzgerald	The Great Brain
Fitzhugh	Harriet the Spy
Flack	The Story About Ping
Fleischman	The Whipping Boy
Fleming	Chitty Chitty Bang Bang
Forbes	Johnny Tremain
Fox	The Slave Dancer
Freeman	Corduroy
Fritz	The Cabin Faced West
Gag	Millions of Cats
Gage	Miss Osborn the Mop
Gannett	My Father's Dragon
George	Julie of the Wolves
George	My Side of the Mountain
Giff	Fourth-Grade Celebrity
Gilson	Do Bananas Chew Gum?
Gilson	Thirteen Ways to Sink a Sub
Gipson	Old Yeller
Goble	The Girl Who Loved Wild Horses
Grahame	The Wind in the Willows
Grahame	The Reluctant Dragon
Gramatky	Little Toot
Gray	Adam of the Road
Greene	Philip Hall Likes Me, I Reckon Maybe

AUTHOR	TITLE
Hader	The Big Snow
Hahn	Wait Till Helen Comes
Haley	A Story, A Story
Hall	The Ox-Cart Man
Hamilton	House of Dies Drear
Hautzig	The Endless Steppe
Haywood	"B" is for Betsy
Haywood	Little Eddie
Heide	The Shrinking of Treehorn
Henry	Brighty of the Grand Canyon
Henry	King of the Wind
Henry	Misty of Chincoteague
Hinton	The Outsiders
Hoban	Bedtime for Frances
Hoban	Best Friends for Frances
Hodges	Saint George and the Dragon
Hogrogian	One Fine Day
Houston	Frozen Fire
Howe	Bunnicula
Hunt	Across Five Aprils
Hunt	Up a Road Slowly
Hurwitz	DeDe Takes Charge
Irving	Rip Van Winkle
Irving	The Legend of Sleepy Hollow
Johnson	Harold and the Purple Crayon
Jukes	Blackberries in the Dark
Keats	The Snowy Day
Keats	Whistle for Willie
Kellogg	Island of the Skog
Kelly	Trumpeter of Krakow
Key	Escape to Witch Mountain
King-Smith	Babe, the Gallant Pig
Kipling	The Jungle Book
Knight	Lassie Come Home
Konigsburg	From the Mixed-up Files of Mrs. Basil E. Frankweiler
Konigsburg	Jennifer, Hecate, MacBeth, William McKinley, and Me, Elizabeth
Krumgold	Onion John
L'Engle	A Swiftly Tilting Planet
L'Engle	A Wrinkle in Time
Langstaff	Frog Went A Courtin'
Latham	Carry On, Mr. Bowditch
Lawson	Ben and Me
Lawson	Rabbit Hill
Lawson	They Were Strong and Good
Leaf	The Story of Ferdinand
Lenski	Strawberry Girl
Lewis	The Lion, the Witch and the Wardrobe

AUTHOR	TITLE
Lindgren	Pippi Longstocking
Lipkind	Finders Keepers
Lobel	Fables
Lobel	Frog and Toad are Friends
London	Call of the Wild
Lord	In the Year of the Boar and Jackie Robinson
Lowry	Anastasia at Your Service
Lowry	Anastasia Krupnik
MacDonald	Mrs. Piggle-Wiggle
MacDonald	The Little Island
MacLachan	Sarah, Plain and Tall
Marshall	George and Martha
McCloskey	Blueberries for Sal
McCloskey	Homer Price
McCloskey	Make Way for Ducklings
McCloskey	Time of Wonder
McDermott	Arrow to the Sun
Merrill	The Pushcart War
Merrill	The Toothpaste Millionaire
Milne	Winnie-the-Pooh
Mosel	The Funny Little Woman
Mosel	Tikki-Tikki-Tembo
Mowat	Owls in the Family
Musgrove	Ashanti To Zulu
Naylor	The Agony of Alice
Ness	Sam, Bangs, and Moonshine
Neville	It's Like This, Cat
NicLeodhas	Always Room for One More
North	Rascal
Norton	The Borrowers
Nostlinger	Konrad
O'Brien	Mrs. Frisby and the Rats of N.I.M.H.
O'Dell	Island of the Blue Dolphins
Ormondroyd	Time at the Top
Parish	Amelia Bedelia
Paterson	Bridge to Terabithia
Paterson	Jacob Have I Loved
Paterson	The Great Gilly Hopkins
Peck	Soup
Peet	Big Bad Bruce
Perrault	Cinderella
Petersham	The Rooster Crows
Pinkwater	Fat Men from Space
Pinkwater	Lizard Music
Potter	Tale of Peter Rabbit
Provenson	The Glorious Flight
Pyle	Otto of the Silver Hand
Pyle	Some Merry Adventures of Robin Hood

AUTHOR	TITLE
Ransome	The Fool of the World and the Flying Ship
Raskin	The Westing Game
Rawls	Where the Red Fern Grows
Reiss	The Upstairs Room
Reit	Race Against Death
Rey	Curious George
Robertson	Henry Reed, Inc
Robinson	The Best Christmas Pageant Ever
Rockwell	How to Eat Fried Worms
Rodgers	Freaky Friday
Sachs	Veronica Ganz
Salten	Bambi
Sawyer	Roller Skates
Schwartz	Bea and Mr. Jones
Selden	Harry Cat's Pet Puppy
Selden	The Cricket in Times Square
Selden	Tucker's Countryside
Sendak	Chicken Soup With Rice
Sendak	Where the Wild Things Are
Seredy	The White Stag
Seuss	Green Eggs and Ham
Seuss	Horton Hatches the Egg
Seuss	The 500 Hats of Bartholomew Cubbins
Seuss	The Cat in the Hat
Sewell	Black Beauty
Shannon	Dobry
Sharmat	Getting Something on Maggie Marmelstein
Sharmat	Maggie Marmelstein for President
Sharp	The Rescuers
Slobodkin	Spaceship Under the Apple Tree
Slobodkina	Caps for Sale
Slote	My Robot Buddy
Smith	A Taste of Blackberries
Sobol	Encyclopedia Brown-Boy Detective
Sorensen	Miracles on Maple Hill
Speare	The Bronze Bow
Speare	The Sign of the Beaver
Speare	The Witch of Blackbird Pond
Sperry	Call It Courage
Spier	Noah's Ark
Spier	Oh, Were They Ever Happy!
Spyri	Heidi
Steele	No-Name Man of the Mountain
Steig	Abel's Island
Steig	Dr. DeSoto
Steig	Sylvester and the Magic Pebble
Steig	The Amazing Bone
Steptoe	The Story of Jumping Mouse
Stevenson	Treasure Island

AUTHOR	TITLE
Taylor	Roll of Thunder, Hear My Cry
Taylor	The Cay
Thomas	The Comeback Dog
Thurber	Many Moons
Titus	Basil of Baker Street
Tolkien	The Hobbit
Travers	Mary Poppins
Tresselt	White Snow, Bright Snow
Trevino	I, Juan de Pareja
Twain	The Adventures of Tom Sawyer OR Tom Sawyer(Both verified as correct)
Udry	A Tree is Nice
Ungerer	Crictor
Van Allsburg	Jumanji
Van Allsburg	Polar Express
Verne	Twenty Thousand Leagues Under the Sea
Viorst	Alexander and the Terrible, Horrible, No Good, Very Bad Day
Voigt	Dicey's Song
Voigt	Homecoming
Ward	The Biggest Bear
Warner	The Boxcar Children
White	Charlotte's Web
White	Stuart Little
White	The Trumpet of the Swan
Wilder	Little House in the Big Woods
Wilder	Little House on the Prairie
Wilder	On the Banks of Plum Creek
Wilder	These Happy Golden Years
Willard	A Visit to William Blake's Inn
Williams	The Velveteen Rabbit
Wojciechowska	Shadow of a Bull
Wyss	Swiss Family Robinson
Yates	Amos Fortune, Free Man
Yorinks	Hey, Al!
Zemach	Duffy and the Devil
Zion	Harry the Dirty Dog

READ-TO PROGRAM

The purpose of this program is to help reluctant readers in the intermediate grades gain confidence in their reading skills and to help them grow in self-reliance and responsibility. In addition, it is a valuable reading-readiness activity for primary children who may have potential reading problems.

To begin the program, set up a quiet corner in the library where some privacy can be maintained. Furnish the corner with two chairs, a collection of short, easy-to-read stories, and some attractive pictures or posters.

The next step is to pair up intermediate and primary students who will participate in the program. The readers will pick up their primary students at their classrooms every day, bring them to the library story corner and read to them for fifteen minutes, then return them to their classrooms. Classroom teachers must select those students they feel would benefit from participation.

a. Place a dittoed schedule in the story corner and have the readers check off their names as they come in each day.

b. Have an orientation meeting for all readers and explain in detail their responsibilities. Stress the helpful role they will be playing and the friendships that you hope will develop. Give each reader a card with the name and room number of the child to be read to and the time they are expected in the story corner.

c. Compile and distribute a complete schedule to all participating teachers.

d. Begin a new set of intermediate readers about every four weeks. This gives more children an opportunity to participate and rotates them while they are still enthusiastic.

e. Write personal thank-you notes to each reader upon completion of a session, and encouraging notes midway through the session too, if you have time.

f. Establish a library aide position with responsibility for reviewing daily check-in sheets and contacting students who have failed to report.

CURRENT EVENT TIE-INS

With the idea that the more connections between "life" and school the better, the librarian will use current events to arouse interest in reading newspapers and magazines and to introduce students to habits of reading that continue when school days are over. There is hardly an issue of Time without some story of interest to boys and girls which ties in with the collection. A good example was the first photograph of the coelacanth after all these years since its first discovery as described in Clymer's Search for a Living Fossil. Clippings about an author currently in the news can be displayed in a glassine folder with one of his/her books or with his/her works in the library listed. Life and National Geographic have stunning photographs that make display materials. Obituaries can be the basis for a quick display--whether they are of authors or other famous people.

Our governament considers the issuance of every new commemorative stamp as news-worthy. Often these stamps are found in the newspaper in large enough format to make a quick display.

Clippings from the News-Gazette, Time, Patterns, Arts and Entertainment Guide, and other publications about television shows and films make instant mini-displays. Such shows, enjoyed normally outside of the school environment, can range over all the timely subjects found in our media-centered world. Clippings stapled to posterboard are set beside related books or sound filmstrips or recordings.

Simple lettering points out:

> We have this.
>
> We do not have this. Ask for it at your public library.
>
> We have this recording.
>
> Try this about the same person (or the same country).
>
> This sound filmstrip is about the same time and place.
>
> This is an adult book. We do not have it.

EXHIBITS, DISPLAYS AND BOOKMARKS

Exhibits should intrigue the passer-by. Something must be different--letters on the outside, arrows dangling from the ceiling, old pieces of cloth, brocades, laces, sacking, strange textures for background or lettering are striking. If the case is low enough, an unusual illustration in an open book attracts attention. Lettering ought to be bold so the theme is quickly caught. Colors must be dramatic.

A display is interesting when library materials are used to supplement special items from a variety of sources. New trophies can be shown with suitable books and recordings in the background. Classroom projects, whether about book characters, or something far removed from the literary scene, can be shared. Locked cases handle family heirlooms, stamp collections, musical instruments from various countries, travel souvenirs--ideas are limitless. Dolls, miniatures, artwork, hobbies, crafts, facsimiles of old newspapers trigger displays for the library.

Use posters with an exhibit built around them. The American Library Association and Children's Book Council are excellent sources for inexpensive and creative graphics. Posters should be laminated on both sides for permanent preservation. Easels, available in all sizes, are very useful for displays. Posters can be tacked onto sturdy, yet lightweight foam core board and placed on an easel. These reusable, inexpensive boards are available at art supply stores.

Tuck a flashy sign in the top of the side of a single book open on a book holder. Announcements from newspaper and magazine stories or from television and movie ads make instant mini-posters.

Themes can be suggested by current and past events--events here in our country or abroad, earthquakes and other disasters, centennials or people in the news.

Sources of information for calendar bulletin boards:

Anniversaries and Holidays. American Library Association.

Champaign-Urbana News-Gazette. Weekend Supplement. (Birthdays of contemporary persons.)

Chase's Calendar of Annual Events. Appletree Press, Inc., Box 1012, Flint, Michigan 48501. $7.95.

Calendar. Children's Book Council.

Calendar. UNICEF Annual.

Several individual display ideas follow:

A Way to Display New Books

Instead of putting out all the new books at one time, divide the new materials into two groups--those books intended to support curricular areas and those aimed at the recreational reading of the students. The latter group may be stored in an out-of-the-way cupboard or shelf while the others should be made immediately available to the faculty.

Find a prominent area to set up a permanent display for a half dozen or so books. Two shelves can be framed and backed with colored paper to form the display area. Each week, display a few of the new recreational reading books, varying the subjects and types. Make sure to change the books at varying times so that each class will have an equal chance at the new books. In the pocket of each book there should be a colored circulation card that is used as a reserve list. Students may examine the new books and sign up for those they would like to read. Begin circulating the books to those on the list as soon as the books are replaced in the display.

Signs explaining the system should be a prominent part of the display. Keep an author-title list of the books currently on display or pull out the circulation cards

This activity is designed to create more interest in the library and to insure optimum exposure for new materials. The circulation of the large number of reserve books created by this system may mean that several library aides must be trained to handle and deliver those reserves. This is a responsible job that older boys and girls enjoy and easily learn.

Growing With Books--Hall Display

Each class makes a student-sized paper doll and dresses it with tempera. The class votes to select their favorite book. The class then makes a book jacket for a book that the doll can hold. All dolls and books are displayed along the walls, arranged from kindergarten through sixth grade, with a sign identifying the room and teacher.

"Animal Facts" Display

Display models or glass-bottled animals with display board containing pockets for questions: Name of Model, Description, Home, Food, Enemies, Unusual Facts. Provide pockets full of small slips of paper for students to record answers, their names and their room numbers. Provide a box to collect answers nearby. Also nearby there should be a display about last week's animal and a filled-in chart with correct answers written in, listing the names of students who helped with the answer. At this time display books on same or similar animals.

BOOKMARKS

Using bookmarks to bring home the library message is an inexpensive way to promote recreational reading, good library manners, correct care of books and any special activities or events that are planned. Seasonal bookmarks are provided periodically from Lincoln Trail Libraries System at no charge. Custom made bookmarks can be made at a reasonable cost by the Print Shop at LTLS. Bookmarks can also be designed on a ditto master and printed on brightly colored construction paper.

AWARDS FOR CHILDREN'S BOOKS

(See Special Projects for Caldecott and Newbery Award)

The following list is a sample collection of awards and is not complete. For further information and listings of winners of the awards, see one of the following books:

Children's Books: Awards and Prizes, Children's Book Council, 1986.

NEW AUTHOR AWARDS

International Reading Association Children's Book Award -- Awarded annually. Presented to a beginning author publishing a first or second book.

U. S. AWARDS

Literary and Library Prizes, Bowker, latest edition.

Boston Globe - Hornbook Awards -- Awarded annually.

Two categories: To author for an outstanding text for children.
To artist for an outstanding illustration for children.

Laura Ingalls Wilder Award -- Children's Services Division of the American Library Association. Awarded every five years through 1980, every 3 years since 1983. Presented to author or illustrator making a substantial and lasting contribution to children's literature in the U.S.

Phoenix Award -- Children's Literature Association. Presented to author of work published twenty years before which has not received a major children's book award.

Rebecca Caudill Young Readers Book Award -- Illinois Association for Media in Education and Illinois Reading Council. An annual award presented to the author of the book voted most outstanding by students in grades four through eight in participating Illinois schools.

Regina Medal -- Catholic Library Association. Awarded annually. Presented to anyone who has given unstintingly of their creative genius to the field of children's literature.

AWARDS FOR FOREIGN BOOKS

Amelia Frances Howard-Gibbon Medal -- Canadian Library Association. Presented for outstanding illustration in children's book published in Canada by a Canadian.

Canadian Library Award for Book of the Year for Children -- Canadian Library Association. Annual award. Presented to the author of an outstanding children's book in English and one in French written by a Canadian or a resident of Canada.

Carnegie Medal -- British Library Association. Awarded annually. Presented to the author of an outstanding book written in English and published in the United Kingdom.

Hans Christian Andersen Medal -- International Board on Books for Young People. Awarded every two years. Presented to a living author and illustrator in recognition of their entire body of work.

Kate Greenaway Medal -- British Library Association. Awarded annually. Awarded for the most distinguished work in illustration of children's books first published in the United Kingdom.

Mildred L. Batchelder Award -- American Library Association. Awarded annually. Presented to an American publisher considered to be the most outstanding publisher of foreign books into English.

AWARDS FOR SPECIAL TYPES OF BOOKS

Carter G. Woodson Book Award -- National Council of Social Studies . Awarded annually. Presented for the most distinguished nonfiction social studies book depicting ethnicity in the U.S.

Child Study Children's Book Committee at Bank Street College Award -Awarded annually. Presented to the author of a distinguished book that deals realistically with problems in the young person's world.

Children's Science Book Award -- New York Academy of Science. Presented to the writer and publisher of quality science books.

Coretta Scott King Award -- American Library Association. Awarded annually. Presented to black author and black illustrator for outstanding contribution to literature for children.

Council on Interracial Books for Children Award -- Awarded annually. Presented for the best unpublished manuscripts for authors of minority groups who have not yet published books for children. Five categories: Black, Chicano, American Indian, Puerto Rican and Asian American.

Edgar Allen Poe Award -- Mystery Writers of America. Awarded annually. Presented to the author of the best juvenile mystery of the year.

Jane Addams Book Award -- Women's International League for Peace and Freedom and the Jane Addams Peace Association. Presented to the author of the book of the year that best combines literary merit and stresses dignity and equality of all mankind, peace and social justice.

Jewish Book Council of National Jewish Welfare Board Award Awarded annually. Presented to the author of the best children's book on a Jewish theme.

Scott O'Dell Award for Historical Fiction -- Bulletin of the Center for Children's Books, University of Chicago. Honors a distinguished work of historical fiction set in the New World.

BOOK FAIRS

Book fairs can be an exciting way to spark up the students' interest in reading and help students begin building a collection of their own. It can also be a source of income for the library.

Book fairs can be arranged with the help of commercial book fair companies or arranged through local book dealers. The easiest fairs are those which operate on a cash and carry basis rather than one depending on taking and distributing orders.

A good theme (i.e. book week, summer reading, etc.), lots of help, and good organization will make this event successful.

Suggestions for a good Book Fair

1. Plan well in advance of the actual fair.

2. When choosing a company, consider the following points:
    a. What kind of profit will come back to the school?
    b. What additional bonuses are possible?
    c. What control will the librarian have over the selection of titles to be included?
    d. What type of support information is available to help you plan this event?
    e. Who will be responsible for any pre and post inventories of materials?
    f. What is your responsibility towards lost, damaged or stolen materials?
    g. How quickly will orders be filled?

3. Have a large enough area so students may browse through materials easily and so that similar materials can be placed together.

4. Avoid any pop-up and toy books, or display only one copy. Although these are very popular they pose a great risk for damage.

5. Be sure title/price lists are availabe for all students and helpers.

6. Advertise in newletters or with the flyers provided by the company. Use posters throughout the school.

7. If orders are taken, be sure to have multiple copies of the orders and remember to have additional help available to sort and distribute orders when they arrive.

8. Have adding machines and change ready on the day of the fair with several cashiers.

9. Allow adequate time for all classes to browse at the fair and list possible orders. They will come for purchase on another day with their money in hand.

The fair affords the opportunity to provide high-demand books that are low priority budget items (Drawing books, motorcycle books, sports books, boy-girl stories, etc.). It can also be a source of award choices and popular paperback books for the library.

RECYCLING BOOKS

BOOK SWAP

This all-school event will allow students to exchange books from their home collections. The actual swap will take no more than a morning or afternoon. Most of the time will be spent in collecting the books for the swap and getting them ready. There are no orders, no money, and very few disappointed children, particularly if teachers are careful about the books they accept. Student helpers and parent volunteers can be of great help in the preparation and in the swapping session.

Teachers will be responsible for collection of books and collection of tickets which will be distributed to all students who brought in books.

Guidelines for accepting books:

1. Book must be complete.
2. Book must be of interest and reading level of student.
3. No adult titles, textbooks, comic books, or magazines.

Books collected should be sent to the library each time a grocery bag of books has been filled.

When a book is accepted, the teacher will give the student a redeemable coupon which the child will sign and give back to the teacher until swap day.

Librarian (or designated adult) will be responsible for providing coupons to classroom teachers, coding swap books with identifying mark, sorting books into primary and intermediate levels for display at the swap, and arranging and supervising the class visits to the swapping area.

At The Swap

Students with coupons will come at their class designated time to choose one book for every coupon.

After selection is made, they will move to an area where they will turn in coupons and write their names in the books of their choice before returning to their class.

Suggestions to help the swap run smoothly:

1. Have sixth and third graders come first. They are the highest grades and will need to have access to the upper level books of their section.
2. Use the one coupon/one book method.
3. Set aside leftover swap books for absent students who have coupons.
4. Library and classroom donations may be added to the swap to provide more variety.

SHARE BOX

The share box is simply a trading center where students may swap items from their personal collections. All donations should be seen by the librarian and marked with an identifying mark before being placed in the box. As soon as the item has been accepted for the share box, the student donating the book may make a selection from the box.

To start a Share Box you will need a large sturdy box, decorated and placed in a conspicuous spot in the library. Some identifying stamp should be decided upon and a plan for donating established. The explanation of this program can be part of orientation programs and should be part of a newsletter article which will explain the purpose and procedures to parents.

If the collection is large enough, new students may be allowed to make a "free" selection to get them started and to help make them feel at home in the new school.

PEER
RECOMMENDATIONS

Aside from one student leading another to the book shelves and pointing out a good book, there are many ways a librarian can take advantage of peer recommendations. For example, a card file containing book reviews by students can be maintained in the library. (Example follows) Included on the card could be a brief summary of the plot as well as why or why not a book is recommended.

BATTLE OF THE BULGE
(Title)

John Toland
(Author)

World War II Nonfiction
(Category)

Rob Hill
(Reviewed by)

Main characters and brief description This book is a true story about Hitler's last gamble in the Ardennes Forest. Since it is a war story, it has no main characters, just some opinions and thoughts of some generals and fighting men.

Brief plot summary The Battle of the Bulge is about the fierce and bloody fighting in the quiet sector in the Ardennes Forest and in the small town of Bastogne, Belgium.

I recommend this book because it is adventurous and very exciting.

I do not recommend this book because ______

Other ideas include displaying students' posters of favorite books, making available lists of those books recommended by a particular class or individual, and even sponsoring a contest where everyone has a chance to cast a vote for his or her favorite book in the library.

It is also possible to have book discussion groups or a loose-leaf notebook of recommendations. There can be a sharing time--just a brief few seconds to share a favorite book or the more formal "Book Barkers".

Another idea is the Special Feature Shelf. Set up a small display for one book. Below the book should be a space for an annotation on a 5 x 8 card. Children who have just read a book that they have especially enjoyed may be asked to write a brief annotation about it. The librarian should recopy the annotation, making any necessary changes and giving credit to the child. The annotation and book may then be displayed along with a reserve sign-up card. Keep a file of these annotations, and they can be used for years. When there are enough of these, allow the children to take the books whenever they find one they like rather than signing a reserve list.

BOOK BARKER

Purpose

This program provides book sharing opportunities for students in library classes.

Advance Preparation

Decorated straw hats.

Sign up lists.

Reserve lists which can be stuck into the hatband during the "bark".

At Initial Meeting

Discuss what a barker does at the carnival (tries to get people to do something, i.e., try a game, see a show, etc.). Book barkers will try to sell their book. Children having a book to sell will sign up on the list. Each week a student will bark about a book and then take reservations for those who would like the books sent to them through the regular reserve system.

Student will wear the hat while they "bark" and while they are signing up the reservations.

Librarian's Responsibilities

Have book about which the student will "bark" available.

Have hat with reserve list in the hat.

Follow through with the reserve list.

Put up new sign-up sheets when one is full.

Student's Responsibilities

Sign up to "bark" about the book.

Give book to librarian.

Prepare the "bark".

Librarian can provide an example at the first meeting. Talks last about two to three minutes. Basic format that seems to work well is:

1. Give author and title.
2. Tell about the book and story.
3. Tell who might like it.
4. Pick out a favorite part or picture and share it.

PAPERBACK REVIEW SHELF

Have a special shelf for displaying a number of paperback books with rules for checking out these books.

Rule 1: You must replace the book you take with a really good one that you have read.

Rule 2: Enjoy the Book.

Students can take care of this shelf and replace any titles that seem to be slow movers.

INDIVIDUAL GUIDANCE

Helping individuals includes a multitude of tasks. Individual guidance can be divided into two distinct areas: research and recreation. Essentially individual guidance involves determining the student's need and helping him to help himself.

RECREATIONAL READING

To help the student find a "good" book to read for fun or for a book report, the librarian must probe the student to determine what this individual means by "good" (in other words, what his interest and needs are). It is also important to redirect students to sources that may have been overlooked for self-help: bibliographies, card catalog, author's other titles, etc. It may be a good public-relations move, as well as a future time-saver, to make a brief personalized bibliography after the student's reading tastes have been determined.

READING FOR INFORMATION

At all levels students are sent to the library by teachers for varying amounts of time to do independent study on specific topics. Sometimes students may elect to take a course in independent study under a designated teacher and then spend as much as one period a day doing research in the library.

The librarian acts as a resource person helping students to locate sources and find information. This may involve:

1. Giving mini-lessons on using the resources of the library (card catalog, reader's guide, vertical file, filmstrips, etc.). This can be facilitated by having handouts available that students can use as guides.

2. Referring to library- skills section for detailed lessons and resources if necessary, as well as the article on how to choose an appropriate book which is located in this section.

3. Directing a student to all available resources for research.

SPECIAL SERVICES TO STUDENTS

Within the regular library program there are situations and circumstances which demand special consideration. Students in special education classes, the multicultural program and early childhood programs deserve and receive special services.

EARLY CHILDHOOD PROGRAM

Although there is no library at the school housing the early childhood program, arrangements have been made with the teachers to provide library materials. One school library accepts this responsibility and manages this operation.

MULTICULTURAL PROGRAM

One school in the district houses the multicultural program. These students receive regular library services and also have the advantage of a special core of materials which serve the particular needs of non-English speaking students. Martin Luther King Junior Elementary School maintains a collection of children's books in a number of foreigh languages, including Japanese, Chinese, Korean, Arabic, French, Spanish, German, Farsi, and Portuguese. These books are available to any member of the community through Interlibrary loan. A variety of realia (toys and artifacts) from many countries are also available from the King School library.

CROSS-CATAGORICAL CLASSES

Students in cross-categorical (E.M.H.) classes are mainstreamed into library programs with their age-mates as much as possible. Primary literature programs are very appropriate for mentally handicapped children and their inclusion in regular classes is the norm. When the cross-categorical teacher and librarian determine that the child would function better in a library setting specifically designed to fill the needs of the individual child, such classes are arranged.

Intermediate cross-categorical students take part in the library "Bookworm" program in which collections of books in various genre are introduced by the librarian. The collections are kept in the classroom for several weeks while students sample them on their own. Book report forms can be completed as the books are read, or oral reports can be given in the library. A permanent library display charts students' progress and library periods are devoted to discussion of genre currently under study. Genre frequently considered are mysteries, animal stories, fantasies and funny stories. Certificates are awarded each time a student reads seven books. Paperback books can be earned by accumulating seven certificates.

A library skills program has been designed for intermediate and Junior High level cross-categorical students and it is implemented when the classroom teacher and the librarian determine the students have the readiness skills.

Intermediate cross-categorical students are a vital part of the library aide program. They are trained to capably and responsibly perform a number of important tasks. They are included in all special library aide activities and are enthusiastic participants.

SEVERELY AND PROFOUNDLY HANDICAPPED PROGRAM

Another special education program is the severely and profoundly handicapped program. Due to the strict schedules which regiment the students, most library activities are handled on an individual or small group basis. Students at all levels are invited to participate at regular story hour presentations. Since most of these students are assigned an individual aide, this is not a problem.

With their aide, they may also use the library facility and services at their convenience for checkout, browsing, listening and viewing. A special collection of multisensory materials has been purchased which include Scratch and Sniff, pop-up and texture books. These can be checked out or shared with the handicapped student and their aide or grade level "pal" in or out of the library.

A letter is sent home welcoming the student to check out materials on a regular basis and notifies the parent to expect library materials to be sent home periodically.

In addition to these services, a special film time is set up for all SPH students, their aides, and helpers. This is well attended and will frequently be followed by a check out time.

Many of the intermediate students are learning occupational skills which can be applied to library procedures. In the past, we have had students come to take down chairs in the morning, stamp date due cards and staple library materials. Of course all the assignments can only be made based on the individual child's capabilities.

BEHAVIORAL DISORDERS

The Behavioral Disorder primary and intermediate units are housed at Washington. Students in these units participate in the library program at Washington.

Intermediate Behavioral Disorder students follow the 4th and 5th grade library curriculum and the Primary unit program is adapted to the 1-2 curriculum. These students check out books from Washington library and are in separately scheduled library classes.

JUNIOR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS

The library at the Junior High level serves EMH and SPH students in various ways. EMH classes come to the library regularly to check out materials. Books appropriate to their reading levels are placed on a table in the Fiction Room when they are scheduled to come to the library, and they are helped individually to make their selections. Book talks are also planned for them. Library classroom collections are used throughout the year by the teachers.

SPH students come to the library frequently - individually or in groups (with aides) to browse and check out materials. Every week a student with an aide chooses a sound filmstrip from the library collection to be shown to the class. Depending on individual abilities, students have helped with needed jobs in the library, such as putting magazines in order and cutting memos on the paper cutter.

Part Two

LIBRARY OPERATIONS AND SERVICES

SCHOOL LIBRARY PERSONNEL

LIBRARY MEDIA SPECIALIST

The following list of job components has been compiled as a composite job description by the Illinois Media and Library Advisory Council (1). No one staff person would be expected to perform all the job functions.

ADMINISTRATION/MANAGEMENT

Supervises personnel assigned to library media center.

Evaluates personnel assigned to library media center.

Establishes library media center policy and goals consistent with school and district philosophy.

Develops, justifies and maintains library media center budget.

Maintains accurate up-to-date records.

Writes grants and applies for state/federal/special funding.

Implements and monitors grants.

Makes provisions for special needs of students.

Prepares procedural guidelines/handbook.

Provides for an on-going inventory of materials and equipment.

Evaluates program on a continuous basis.

Conducts needs assessment.

Prepares a schedule for repair and replacement of equipment.

Develops policy for scheduling circulation and utilization of equipment, print and non-print materials; including resources for instructional television and computers.

Participates in the planning of library media center facilities which will support the objectives of the school's media program.

Develops educational objectives of the library media programs which support the educational goals of the District/School.

Prepares annual reports.

Acts as school representative and facilitator for Instructional Television, Film Coop and Computer Consortium.

COMMUNICATION

Attends faculty and curriculum committee meetings.

Makes presentations at staff meetings.

Develops public relations program through bulletin boards, displays, student newspapers, staff news, parent newsletters, local newspapers, and local television and radio stations.

Provides a newsletter or list of new titles to the faculty on a regular basis.

Develops and maintains a working relationship with community and district librarians, teaching faculty, staff, colleagues and students.

INSTRUCTION

Promotes appreciation of literature.

Provides motivation and guidance in reading, viewing and listening.

Provides library media center orientation for new students and teachers.

Provides developmental library media skills using a scope and sequence guide (in cooperation with classroom teachers).

Plans and conducts staff development activities which encourage the use of media in instruction.

Fosters an inviting, attractive, friendly, neat atmosphere which encourages productive and responsible student behavior.

Provides individual instruction in the use of indexes and catalogs as needed.

ORGANIZATION

Provides cataloging for and classification of both print and non-print materials.

Uses Dewey Decimal System or other standard classification scheme.

Develops full bibliographic information using standard cataloging procedures.

Maintains complete and accurate records of library media center holdings.

Maintains appropriate records of library media center activities.

Coordinates student use of the library media center during the school day with school policy and procedures.

PRODUCTION

Applies criteria concerning the desirablility of locally produced media as opposed to commercially produced materials.

Provides for the design and production of materials using the media equipment unique to the library media center (which typically includes, but is not limited to, audio tapes and cassettes, video tapes and posters, transparencies, slides, etc.).

PROFESSIONAL DEVELOPMENT

Keeps professionally and educationally informed by such activities as:

1. Attending local, state, regional, national conferences and workshops,
2. Reading professional literature,
3. Participating in professional organizations, or
4. Continuing education pursuits through appropriate coursework.

Maintains liaison with other types of libraries, other schools and the community.

REFERENCE

Provides reference assistance to students and teachers.

Identifies and utilizes reference resources outside the school for students and staff.

Provides and distributes specialized bibliographies.

Maintains a basic up-to-date reference collection.

SELECTION

Uses local school board approved selection policy to maintain collection (includes repair, replacement and rebinding).

Uses standard selection resources.

Arranges for previewing and evaluation of new materials for possible purchase.

Weeds, evaluates, and inventories collection on a regular basis.

Selects and maintains a collection of materials which reflect instructional and recreational needs of the students.

Provides collection of professional materials as needed.

(1) Illinois Media and Library Advisory
Council
Illinois State Board of Education
February, 1987.

COORDINATOR OF LIBRARIES

The position of Coordinator of Libraries for the Urbana schools is officially described as follows:

> "The Coordinator of Libraries is appointed by the Board of Education upon the recommendation of the Superintendent. He/she shall be responsible to the Associate Superintendent for the coordination of library staff and services in cooperation with the principals of the individual schools. He/she shall provide professional expertise and advice to the staff and administration."

Chapter III
Urbana School Board Policy Manual

LIBRARIANS' MEETINGS

A meeting of all district librarians is held each month; except December. The meetings are held at 3:30 p.m. and rotate among libraries. The Coordinator of Libraries prepares the agenda and chairs the meeting.

Typically, the agenda includes vendor presentations, presentations by representatives of other agencies, discussions of items of mutual concern, sharing of programming ideas, book talks, and planning for cooperative projects.

SUBSTITUTES

The Urbana School District employs a qualified substitute in the librarian's absence. A file may be kept of library substitutes so that recommendations can be made when needed.

Every librarian should have a substitute folder containing schedules, procedures, and other pertinent information. In addition, an up-to-date lesson plan book should be easily accessible.

CLERKS AND AIDES

The Library Clerk (or Aide) is employed by the Urbana School District to assist the librarian in the library program. Below are listed responsibilities which a person in that capacity might handle.

1. Circulation desk operation (whenever parent volunteers are not available).

   Assists students in finding and checking out materials.
   Reserves materials.
   Files circulation cards.
   Acts as resource person for parent volunteers.
   Handles computer circulation.

2. Typing

   Cards and pockets for AV materials.
   Duplicate and replacement cards.
   Bibliographies.
   Correspondence.
   Overdue lists.
   Requisitions for purchase of new materials.
   Prepare schedule for holiday materials circulation.
   Reports.

3. Assistance with the library collection

   Book repair.
   Assembling collections upon request by teacher.
   Check in new library materials against order form.
   Check in new magazines on periodical records cards.
   Filing catalog cards (above the rods).
   Preparation of new materials.
   Shelving materials.

4. Miscellaneous

   Minor service of equipment.
   Telephone calls.
   Schedules mother volunteers, calling substitutes.
   Assists in preparation of displays.
   Care of vertical file.
   Sets up and demonstrates AV equipment to individual students.
   Supervises student library aides.
   Prepares AV equipment for repair and checks it upon return.

VOLUNTEERS

Adult Volunteers

Library volunteer coordinator can be responsible for:

- Scheduling volunteers.
- Locating substitutes for volunteers.
- Being a contact person for volunteers who are unable to report.
- Assisting in all library activities involving adult volunteers.
- Working closely with the librarian in all facets of volunteer help.

Volunteers can be responsible for:

- Circulation procedures.
- Filing catalog cards above the rod (Librarian should always double check).
- Typing, sorting and assembling various materials.
- Overdues.
- Book repair.
- Maintaining vertical file and clipping newspapers.
- Some volunteers may have special talents that they would enjoy sharing. Artistic ability is very helpful.

Librarian should be responsible for:

Working with coordinator to recruit volunteers.

Holding a briefing session early in the year for all volunteers to meet one another and become acquainted with library procedures. A nice gesture is to hold a tea or evening coffee in the library hosted by the librarian and coordinator. A friendly, relaxed time will help establish good relationships.

Preparing a written list of instructions for volunteers. Distribute to all but have one copy available at the circulation desk. Examples are available from Prairie and Thomas Paine schools.

Expressing appreciation for volunteer help frequently. Some schools have found an appreciation tea hosted by the faculty to be an appropriate way to close the school year.

Recruiting and scheduling

The Coordinator can recruit parents during school registration. A table can be set up where the coordinator can speak to potential volunteers and sign them up on the spot. Parents of all new students should be contacted by telephone. Parents who cannot work outside the home but who are interested in helping can be trained as "callers". Their timely telephone call to each volunteer serves as a reminder of every library commitment.

A schedule should be sent to each volunteer monthly. This schedule may include phone numbers of all volunteers and perhaps a note of thanks from the coordinator or librarian. It can also communicate any news or announcements of interest to the volunteers.

Student Volunteers

Capable students are a source of good help in the library.
They can perform many routine tasks which will greatly aid in maintaining an organized collection and, in addition, their experience will contribute to their own knowledge and use of the library.

Elementary Students

Selection

Properly trained intermediate students are accurate and responsible. Primary students should be used on special occasions and at the librarian's discretion.

A library aide test may help the librarian determine skills of students and assist in job assignments. The test should include a clear statement of aide responsibility and test specific skills involved in various duties. A poor test score should not prevent a student from giving help, since many tasks do not demand sophisticated library skills. A copy of the library aide test given at Thomas Paine School is available.

Responsibilities

Shelving materials.
Straightening shelves.
Stamping circulation and date due cards.
Alphabetizing circulation cards.
Watering plants.
Dusting, vacuuming and other maintenance.
Assisting younger children.
Delivering reserved books.
Preparing new periodicals for circulation.

Organization

Responsible to librarian and library clerk.

Assigned regular time and days.

Duties are clear - a list of responsibilities will help early in the year.

A system of regular evaluation should be established.

Dismissals may be given after several warnings to students not fulfilling their responsibilities.

Some form of recognition should be given. Library aide pins are available from library supply houses as are certificates to be awarded at the end of the school year.

Names should be posted on specific areas of responsibility, such as assigned sections of shelving.

STUDENT LIBRARY AIDE TRAINING PROGRAM

A self-paced training program can be established with a small amount of wall space and some instructional materials designed to be used by interested students on their own, or under the tutiledge of an older, experienced library aide.

Color-coded and numbered lessons guide potential aides through sequencial lessons providing hands-on experience in the actual tasks given to library aides. Lessons are placed in brightly colored pockets mounted on a wall or bulletin board.

Green Unit 1 - Easy Books
1. Explanation and examples of shelf arrangement
2. Shelve 10 Easy books

Yellow Unit 2 - Fiction Books
1. Explanation and examples of shelf arrangement
2. Worksheet "Arrangement of Fiction Books" (self-checking)
3. Book spine sort (self-checking)
4. Shelve 5 Fiction books

Pink Unit 3 - Nonfiction
1. Explanation and examples of shelf arrangement
2. "Shelve-It" game (self-checking)
3. Book spine sort (self-checking)
4. Shelve 10 nonfiction books

Blue Unit 4 - Stamping
1. Explanation and examples of stamping procedures on date due cards.
2. Worksheet "Stamping Date Due Cards" (self-checking)
3. Stamp 10 date due cards
4. Explanation and examples of stamping and sorting procedures for circulation cards
5. Worksheet "Stamping Circulation Cards" (self-checking)
6. Stamp 5 circulation cards
7. Sort the same 5 cards

Copies of this program are available from the Thomas Paine Library.

Upon completion of training, a qualifying test may be taken and a certificate awarded (sample following).

THIS IS TO CERTIFY THAT

has completed
the Library Aide Training Program
at Thomas Paine School

DATE

TRAINER

LIBRARIAN

Junior High School Student Aides

At the junior high school, students work in the library as part of the program of Vocational Education. They receive a grade for the work they do in the library. The following tasks may be performed by student library aides:

Check out and check in materials on the computer.
Receive and stamp student passes.
Pick up and deliver equipment and materials.
Laminate and dry mount pictures and other materials.
General housekeeping.
Erase tapes.
Clean heads on tape recorders.
Clean headphones.
Check in magazines.
Put up newspapers.

OTHER SOURCES

Retired Senior Volunteers Program.
Work Study Program through Urbana Senior High School.
University of Illinois:

1. Library School Practicum Students.
2. Vis-A-Vis volunteers.
3. Volunteer Illini Projects.

SELECTION PROCEDURES

GENERAL STATEMENT

1. Introduction

The objective of the Library Media Selection Policy is to provide guidelines for selecting and maintaining materials that will develop, enrich, and support the curriculum and meet the needs of the students and faculty served.

2. Responsibility

The ultimate responsibility for the selection of media resides in the Board of Education. The Board and the administration of the schools delegate the actual selection of materials for the Library/Media Center in accordance with the policies of the District to the professional staff whose training qualifies them to perform this function.

3. Definition of Terms

Media: The term media includes books, periodicals, newspapers, pictures, maps, study prints, pamphlets, films, transparencies, recordings, slides, microfilm, models, computer software, video tapes, and all other instructional materials used in the various schools within the District in the media centers and in the classrooms.

Media Center: Facilities provided for the housing, circulation, and use of the above materials comprising the collection in each school.

Library/Media Specialist: An individual who has broad professional preparation in the selection,organization, and utilization of media; meets certification requirements for teaching and participates in instructional decisions.

Faculty: The term faculty refers to all professional school personnel such as teachers, library/media specialists, administrators, counselors, and other certificated professional personnel.

Selection: The term selection includes the choice of new materials for purchase, determination of use to be made of gifts, and removal of materials which may have become obsolete, inappropriate, or irreparably damaged.

4. Selection Procedures

Selection is a continuous process which involves (1) the acquisition of materials through preview and evaluation; (2) the removal of materials no longer appropriate, and (3) the replacement of lost or worn materials still of educational value. In making selections certified library/media personnel will:

- a. Evaluate the existing collection.
- b. Assess curricular and recreational needs.
- c. Solicit recommendations for acquisitions from faculty and students.
- d. Examine materials whenever possible.
- e. Consult professionally prepared selection aids.
- f. Remove materials which may have become obsolete, inappropriate, or irreparably damaged.

5. Criteria for Selection

Materials selected for the library/media center should include but not be limited to the following:

- a. Materials which contribute to the goals of the school and the objectives of the curricular and extra-curricular programs and which are appropriate for the learning level and understanding of students.
- b. Materials which reflect the creative interests and relevant needs of the students and faculty.
- c. Materials which realistically represent a wide range of literary, historical and artistic values as reflected in our pluralistic society and the contributions made by diverse groups and individuals.
- d. Materials which present as many opinions as possible on issues of contemporary concern so that students have opportunities to analyze varying points of view, to think critically, and to make intelligent judgments in their daily lives.

e. Materials which reflect professionally recognized high standards of accuracy, authoritativeness, currency, style and format.

f. Materials which comprise a cohesive media collection of sufficient size to meet basic user needs.

g. Materials which are supplemented by or are coordinated with use of other local, regional or state media resources available to the educational community.

PROCEDURE FOR RECONSIDERATION OF CHALLENGED MATERIALS

Occasionally objections will be voiced to the selection of some instructional materials, despite the quality of the selection process. The entire selection procedure is based on the premise that the Board of Education supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and as expressed in the "Library Bill of Rights" of the American Library Association and the "Students' Right to Read" of the National Council of the Teachers of English. Should any material be questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the library/media personnel must be defended rather than the materials.

If a complaint is made, use the following procedure:

1. The complainant should be informed of the selection procedure and provided with a printed copy of the selection policy adopted by the Board of Education.

2. The complainant should be requested to submit a formal "Request for the Reconsideration of Instructional Materials"(Form 1).

3. Challenged material should be kept in circulation during the reconsideration process.

4. When a request is submitted:
   (a) The principal, in consultation with certified library/media personnel, should immediately appoint an ad hoc review committee to review the challenged material. The review committee should include representatives of the certified library/media staff, classroom teachers, parents and students. The committee should report within a month.
   (b) The appropriate administrative authority should be informed of all steps that are taken to review the complaint.

5. The review committee should meet its obligations by:

   (a) Reading, viewing or listening to the challenged material in its entirety.

   (b) Checking established and accepted selection tools with a view to gauging the general acceptance of the challenged material.

   (c) Establishing relevance of the challenged material to the curriculum and other student needs.

   (d) Completing the appropriate checklist (Forms 2 and 3) including a judgment of the challenged material as a whole for its value as an entity in the support of the overall goals and objectives of the educational program.

6. A written recommendation should be presented to the appropriate administrative authorities.

7. The decision to retain or exclude the challenged materials should be made by the appropriate authority and the complainant should be notified.

8. A copy of the "Library/Media Specialist's Report Form for Challenged Materials" should be submitted to Illinois Association for Media in Illinois' Intellectual Freedom Committee (Form 4).

FORM 1

Request for Reconsideration of Instructional Materials (*Sample*)

School

Please check type of material:

☐ Book
☐ Periodical
☐ Pamphlet
☐ Film
☐ Filmstrip
☐ Cassette
☐ Record
☐ Kit
☐ Other

Title

Author

Publisher or Producer

Request Initiated by

Telephone Address

City State Zip

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, et cetera.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other school library material of the same subject and format?

Signature of Complainant Date

Please return *completed* form to the school principal.

Source: Forms 1, 2, 3: School Media Quarterly-Winter 1977, pp. 113-116.

FORM 2

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Nonfiction (*Sample*)

Title ______________________________

Author ______________________________

A. Purpose

1. What is the overall purpose of the material? ______________________________

____

2. Is the purpose accomplished? ________ Yes ________ No.

B. Authenticity

1. Is the author competent and qualified in the field? _______ Yes _______ No.
2. What is the reputation and significance of the author and publisher/producer in the field?

____

____

3. Is the material up-to-date? _______ Yes _______ No.
4. Are information sources well documented? _______ Yes _______ No.
5. Are translations and retelling faithful to the original? _______ Yes _______ No.

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of District Schools? _______ Yes _______ No.
2. Is it appropriate to the level of instruction intended? _______ Yes _______ No.
3. Are the illustrations appropriate to the subject and age levels? _______ Yes _______ No.

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? _______ Yes _______.No.
2. Does this material present information not otherwise available? _______ Yes _______ No.
3. Does this material give a new dimension or direction to its subject? _______ Yes _______ No.

E. Reviews

1. Source of Review ______________________________
   Favorably reviewed ______________ Unfavorably reviewed ______________
2. Does this title appear in one or more reputable selection aids? _______ Yes _______ No.
   If answer is yes, please list titles of selection aids.

____

____

Additional Comments

____

____

____

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials

____

____

____

____

Date ______________________________

Signature of Media Advisory Review Committee

______________________________ ______________________________

______________________________ ______________________________

______________________________ 263 ______________________________

FORM 3

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Fiction and Other Literary Forms (*Sample*)

Title ____

Author ____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?
____
____
____
2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _______ Yes _______ No; for young adults? _______ Yes _______ No. If both are marked no, for what age group would you recommend?
3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? _______ Yes _______ No.
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? _______ Yes _______ No.
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? _______ Yes _______ No.

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? _____ Yes _____ No.
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? _____ Yes _____ No.
3. When factual information is part of the story, is it presented accurately? _____ Yes _____ No.
4. Is prejudicial appeal readily identifiable by the potential reader? _______ Yes _______ No.
5. Are concepts presented appropriate to the ability and maturity of the potential readers? _______ Yes _______ No.
6. Do characters speak in a language true to the period and section of the country in which they live? _______ Yes _______ No.
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any minor characters? _____ Yes _____ No.
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ Yes _____ No; young adults? _____ Yes _____ No.
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? _______ Yes _______ No; for young adults? _______ Yes _______ No.
10. Is the material free from derisive names and epithets that would offend minority groups? _____ Yes _____ No; children? _____ yes _____ No; young adults? _____ Yes _____ No.
11. Is the material well written or produced? _______ Yes _______ No.
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? _____ Yes _____ No.
13. Does the material make a significate contribution to the history of literature or ideas? ____ Yes ____ No.
14. Are the illustrations appropriate and in good taste? _____ Yes _____ No.
15. Are the illustrations realistic in relation to the story? _____ Yes _____ No.

Additional Comments
____
____
____

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials
____
____
____

Date ____________________

Signature of Media Advisory Review Committee
____________________ ____________________
____________________ ____________________
____________________ ____________________

FORM 4

LIBRARY/MEDIA SPECIALIST'S REPORT FORM FOR CHALLENGED MATERIALS

Please report all challenged materials and actions so that IAME Intellectual Freedom Committee can better serve the educational community.

1. Material challenged;____
2. Date: ____________________________
3. Address of media center: ____________________________________
   ____
4. Local action taken (include news clippings, legal, advice sought, position of Board, etc.):
   ____
   ____
5. Request for advice and assistance:____________________________________
6. Kind of assistance sought?: ____________________________________
   ____

Signature________________________

____

Mail to:

Chairperson
Intellectual Freedom Committee
Illinois Association for Media in Education
Illinois Library Association
425 N. Michigan, Suite 1303
Chicago, IL 60611

LIBRARY MEDIA SELECTION TOOLS

1. The Book Report: The Journal for Junior and Senior High School Librarians. Linworth Publishing Inc.
2. Booklist: Including Reference Books Bulletin. American Library Association. Bi-Monthly.
3. Bulletin of the Center for Children's Books. University of Chicago Press. Monthly, except August.
4. Children's Catalog. H. W. Wilson Co. 15th Ed. Supplements.
5. Fiction Catalog. H. W. Wilson Co. 10th Ed. Supplements.
6. Horn Book Magazine: About Children's Books and Reading. Horn Book Inc. Bi-Monthly.
7. Interracial Books for Children. Council on Interracial Books for Children. 8 issues per year.
8. Junior High School Library Catalog. H. W. Wilson Co. 5th Ed. Supplements.
9. Media and Methods. American Society of Educators. Bi-Monthly.
10. New York Times Book Review. New York Times Co. Weekly.
11. School Library Journal. R. R. Bowker Co. Monthly.
12. Senior High School Library Catalog. H. W. Wilson Co. 11th Ed. Supplements.
13. Vertical File Index. H. W. Wilson Co. Monthly except August.
14. Other Specialized Journals

BUDGETING PROCEDURES

SETTING UP AN ANNUAL BUDGET

Prior to district allocation, it is suggested that budget requests should be submitted reflecting current needs in the areas of:

1. Library Supplies - Include regular supplies as well as any items used by the entire school that the library is responsible for maintaining, i.e., laminating supplies, binding machine materials, computer paper, ribbons for computers and typewriters, computer disks.

2. Print Materials - Reference
   Fiction
   Nonfiction
   Periodicals
   Miscellaneous Expenses (ITV Guides, Vertical Files, etc.)

3. Non-Print Materials - Audio Visual software
   Computer software

4. Supplemental Materials - Replacement of multi-copy title
   Purchase of additional multi-copy titles

5. Audiovisual Equipment - Include prices and numbers of items to be purchased. Identify focus areas for the coming year based on current curriculum demands.

Copies of budget requests are sent to building administrators before and after district allotments are made.

A MODEL FOR BUDGET PLANNING

Step One: Planning Session

A. List possibilities for service improvement if staffing or materials increases are made.

B. Estimate a realistic staffing or materials allocation to support student population. Include areas of possible compromise.

C. Trim A to fit B. Include essential time for administrative duties.

Step Two: Proposal Development and Drafting

A. Re-evaluate each proposed program in Step One.

B. If appropriate, plan a weekly schedule. Check hours.

C. Write proposal and submit to building principal.

D. Arrange for follow-up meeting with principal.

Step Three: Meeting with Building Principal

A. Be prepared to answer all questions with statistics and data.

B. Support positions primarily with information from within your school, (i.e. faculty requests and student or parent interests) as opposed to comparisons with other schools or districts. An example of a weekly report follows.

C. Adopt a flexible approach, be willing to discuss change.

If district-wide approval is necessary:

Step Four : Proposal as Approved by Building Principal Sent to District Administration

A. Re-write proposal to accommodate changes made during Step Three.

B. Cover letter from building principal added.

C. Prepare for meeting with district administration and building principal, if necessary.

Step Five: Submission of Proposal to Board of Education as Amended by District Administration

____________________ Library - Weekly Report

Week of ____________________

Circulation Statistics:

Students: ________________________

Teachers: ________________________

Classes Taught __________________________

Total Hours __________________________

Students in Library _____________________

Teachers in Library _____________________

Student Volunteer Hours _________________

Adult Volunteer Hours ___________________

Teacher Requests Filled _________________ (Materials or reference)

Special Programs ________________________

Number of Children Involved __________

Technical Activities

Item	Time of Each Activity	Total Time Spent
Equipment Administration		
Reviewing, Ordering and Processing		
Inter-Library loan		

BUDGET RECORDS

It is essential to keep budget records of the library accounts. The records can be kept in a notebook or computerized. A standard computer format for Urbana School Libraries has been developed.

The initial entry will be the estimated budget for the year based upon the number of students in the school. This is entered before spring orders are written. One of the first items deducted from this figure will be the magazine order. The figure is never firm, but an estimate can be made based upon previous orders.

The spring book order and AV order will be next. Date each entry and add the purchase order number when received from the purchasing department.

The computer printout of all school budgets is updated every two weeks and should be in school offices. These budget reports may differ from estimated balances since items like shipping costs may not have been deducted from library records. Periodically adjust library records to reflect the totals shown officially in bookkeeping. If there is a major discrepancy between library figures and the ones shown on the printout, notify the bookkeeping department.

In order that budgets are wisely spent and that unnecessary duplications do not occur, a file of possible orders must be maintained either on cards or on a computer record. A standard computer format for orders has been developed for Urbana School libraries.

If there has been an error in the order itself, contact the Purchasing Department.

ACQUISITIONS

ORDERING PROCEDURES

Book Orders and Record Keeping

For every book ordered there must be a temporary 3 x 5 order card, or a record in a computer generated order file. The making of these records is the first step in the ordering procedure and a file of the records should be maintained all during the year.

Sample Order Card

Call number if known

Author's last name, first
Title
Publisher, date
Price

Your School Name
(Space for other information such
as "duplicate" or "replacement for
______________")

Source
SLJ, BCCB, or Teacher

```
File: Budgets.87.88              REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: All records

Req# Acct# Req Date  Vendor            Descrptn  Est $   PO #  Cost#1   Cost#2  C:Y
=================================================================================
000  0444  May 30 87 None              Bldg.Fund -250.00 -     -        -        Y
3    0444  Jul  9 87 World Book        Look-It-U 22.50   74560 -        -        N
4    0444  Jul 14 87 Warehouse         Computer  68.36   -     -        -        Y
11   0444  Jul 21 87 Demco             Aide Butt 10.99   74607 -        -        Y
12   0444  Jul 21 87 Rogards           Badges &  62.28   74606 -        -        Y
17   0444  Sep  4 76 Warehouse         Book tape 22.68   -     -        -        Y
```

All materials, except duplicates or replacements, should be ordered pre-processed or shelf-ready if such service is available. Instructions for pre-processing must be included on the requisition.

Requisitions sent to Library Book Selection Service should include the following citation:
Special Urbana School discount as per Larry Efaw.

Requisitions sent to Baker and Taylor Company should note:
Member Lincoln Trail Libraries System.

Make 2 copies of requisition and 2 copies of the order list. Save one copy for library records. The principal must sign the requisition before it is sent to Purchasing Department with 1 copy of order list.

In some cases materials are ordered directly from the publisher. For small orders, use the following examples.

REQUISITION FOR MATERIALS OR SERVICES

URBANA COMMUNITY SCHOOL DISTRICT 116 - URBANA, ILLINOIS

Requisition No. 3

School Thomas Paine

District No. 116 City Urbana

Date July 9 19 87

Note: All requisitions must be made on this form, dated and signed by the person requesting material or services. Definite detailed information must be given for each item. In case of books, give exact title, edition, author, publisher and business address.

To be filled in by the Superintendent or Business Office

To be charged to 0444

Purchase Order No.

Quantity	Catalog Number	Description	Unit Price		Amount	
90	SC-6743	Look-It-Up Club Book 2: Parts of the Book	$ 30/$2	50	$ 7	50
90	SC-6745	Look-It-Up Club Book 4: Using An Encyclopedia-Part One	30/$2	50	$ 7	50
90	SC-6746	Look-It-Up Club Book 5: Using An Encyclopedia-Part Two	30/$2	50	$ 7	50
		Please Enclose Check!				
				TOTAL	$ 22	50

World Book-Childcraft
Station 106
Merchandise Mart Plaza
Chicago, Illinois 60654

Department Library

Requested by J. Kelly

Approved by
Principal

Purchase Approval
Supt. or bus. ce

Library Supplies

Some supplies are available in most schools. These supplies may include such things as 3 x 5 cards, ditto paper, construction paper, pencils, pens, chalk, glue and other general teaching supplies.

Other library supplies such as book pockets and periodical record cards, can be ordered from library supply houses. The district warehouse stocks many library items and they are listed in the warehouse catalog.

Throughout the year, necessary small purchases can be made from remaining supply money or at the principal's discretion on an emergency basis.

Periodicals and Periodical Record Keeping

Periodicals are ordered in the spring with the majority of the periodicals coming from a jobber. Magazine orders should be typed on a ditto with at least 10 copies sent to the Purchasing Department. These orders are then submitted for bids from various jobbers. Both children's and professional magazines are included.

The magazine order list should be headed with the name of the school and the date. For each magazine include title, number of subscriptions, length of subscription (9 or 12 months), and approximate price.

LIBRARY (Name of School)
STREET ADDRESS
Urbana, Illinois 61801

The following magazines to be ordered as of September, 1987:

No.of Subscriptions	Title of Magazine	Subs.Period-Mos.	Price
1	Adolescence	12	$______
1	America	12	$______

Some periodicals such as Abridged Reader's Guide cannot be purchased from a jobber. These magazines should be ordered direct at the end of the school year for the following school year. Jobbers are not paid until all periodicals are being received by the schools. In the fall the Purchasing Department must be advised as to the status of each subscription.

Use commercially available pre-printed periodical cards to record holdings. Some schools may choose to bind back issues of popular periodicals.

Audiovisual and Computer Software

All audiovisual and computer software is previewed and evaluated before purchase, if possible. (See sample evaluation form.) A file is kept of all previewed material.

District Preview Policy

1. Complete requisition, including ASN# and principal's signature. If you put the ASN# on requisition it will save a telephone call if you decide to keep the material. It is not necessary to list the price. Mark requisition plainly "PREVIEW ONLY".

2. Requisition to be sent to Purchasing for placing the order. Three copies are released--one to vendor, one to warehouse, one to school. All other copies are held in purchasing until a decision is made to keep or return. NO MONEY IS ENCUMBERED.

3. Warehouse sends the blue copy to Purchasing when item is received. When item is shipped by vendor, the media center receives an invoice at that time.

4. When a decision is made whether to keep or return, please notify Purchasing by sending a copy of purchase order, date returned, and your signature. Always have returned item insured and file the insurance receipt.

   Please do not allow salesmen to send items on preview without following this procedure. It is almost impossible to trace or locate an item without a purchase order number.

SAMPLE EVALUATION FORM

A-V MATERIALS EVALUATION

Teacher's Name ______________________

Date ________________________________

Return by ___________________________

TITLE OF MATERIAL ____

PRODUCER _______________________ Filmstrip _______ Sound Filmstrip ___

Record _____ Tape _____ 8mm Loop _____ Slides _____ Transparencies ___

Who could use this material? ____

____

Please comment on quality, usefulness, subject treatment, etc. relevant to purchase consideration;

____

____

____

Suitable for grade(s) elementary ____ 7 ____ 8 ____ 9 ____

Senior high ____

Your estimate of the material: Poor ____ Fair ____ Good ____

Very good ____ Excellent ____

Your estimate of value of material to the collection:

Adds nothing ____ Duplicates ____ Enriches ____ Fills a void ____

Recommendation for purchase: Yes ____ No ____

- -

ROUTING INFORMATION SLIP

______________________________________ sent to _______________________
(Title of film) (Teacher)

on _________________________________.
(Date)

_____ Film returned

_____ Evaluation returned

Career Education Materials

Librarians should be aware of any funds made available to schools for career education. Appropriate library materials may be ordered from these funds. These funds are included as a line item on every school budget printout.

Government Documents

If you do not receive the regular U.S. Printing Office Checklist, you may wish to write to the U.S. Printing Office at the address below and ask to be placed on their mailing list for "Selected U.S. Government Publications". They frequently have valuable material suitable for the Vertical File on such subjects as Space Flights, Indians, National Parks, the flag, etc. This catalog is free.

U.S. Government Printing Office
Division of Public Documents
Washington, D. C. 20402

Materials may be ordered from:

U.S. Government Bookstore
Room 1365 Federal Building
219 South Dearborn Street
Chicago, Illinois 60604

Replacements

Orders for duplicate or replacement books are placed separately from orders for new titles requiring commercial processing. A replacement title is given the accession number of the original book and no processing is required. The date of replacement is noted on the shelf list card.

Gifts

Gifts of new materials, selected after consulting the librarian, are always welcome. New materials purchased without prior consultation with the librarian must be carefully examined. All gift materials must meet the District Selection Policy criteria before being placed in the collection.

Gifts of used materials may be of marginal value and no guarantee of collection placement should be given. If the material is of acceptable quality but is not needed in the library collection, it might be best utilized in a classroom, with the donor's permission.

The regular column in the PTA Newsletter can describe donations and recognize the donor. Bookplates naming the donor and the date should be attached to the flyleaf of books. A letter of thanks should be sent to the donor.

Trust and Activity Funds

The bookkeeper in Central Office will be able to report the amount of money currently in the account. Requisitions using this account need the principal's approval. Indicate on the requisition that it is to be charged to INSURANCE AND TRUST FUND along with the school name.

DISTRICT CATALOGING PROCEDURES

The District 116 cataloger provides services for any new print and non-print materials received by the district centers which have not been pre-processed.

Before hardback print materials are sent to the district cataloger, they should already be property stamped and accessioned. The price, if available, should be provided for the cataloguer. Paperback materials to be catalogued do not receive a formal accession number, but rather are given the copyright date as an accession number. Other requirements remain the same. Audiovisual materials and computer software should be accompanied by the price. Cards and pockets will be produced for all materials.

Upon receipt, the cataloger will classify the item and fully process it. Each library will maintain its own shelf list. The cataloger will return to each library all cards for the general catalog as well as the shelf list cards. The cataloger maintains a central shelf list of all district diskettes.

PROCEDURE FOR MAKING "PRE-PROCESSED" BOOKS SHELF-READY

The following constitutes the procedure which should be followed in making books shelf-ready. It is estimated 7 to 11 minutes will be required for processing each volume.

1. Check in order.
   a. Original listing
   b. Jobber listing

2. Check for binding flaws.

3. Check catalog cards.
   a. Call numbers - Use _Children's Catalog_ or Junior or Senior High Catalog as a standard reference.
   b. Subject headings - Use _Children's Catalog_ or _Sears_ as a standard reference.

4. Property stamp.
   a. Flyleaf
   b. Title page
   c. Page 13
   d. Pocket

5. Arrange shelf list cards by call number.

6. Enter accession numbers, prices (x indicates a discount price), and dates on shelf list cards.

7. Stamp books with accession numbers.
   a. Title page
   b. Card
   c. Pocket

8. File shelf list cards.

9. Prepare catalog cards for filing.

10. Optional: Inscribe call number on book spine to minimize future loss. Baker and Taylor stamps call numbers only on dust jackets.

CIRCULATION

STATISTICS

It is recommended that every library keep daily circulation records. The gathered information should be recorded in a permanent place such as a Holdings Record Book.

REPLACING BOOK CARDS

DO NOT make new circulation cards without destroying the old card when available. Indicate "duplicate" on the new card if the old card is lost.

1. Lost cards
    - a. If there is no one waiting to borrow the book, put it aside on your "Problems" shelf. Usually the card will show up later.
    - b. If student wants the book, make a duplicate card.
2. Filled cards
    - a. Alert volunteers to the fact that when the last line is crossed out, a new card must be made.
    - b. Place card and book on your "Problems" shelf to have a new card made. A small tear at the top of the circulation card will immediately indicate the filled card.
    - c. Type a group at a time, if possible.
    - d. Students wanting a book with a filled card should be allowed to check out the book.
        1. Paper clip old card to back of a new blank card.
        2. Student fills in borrower information as usual.
        3. Both cards are placed on the "Problems" shelf so the new card can be completed later.

SPECIAL COLLECTIONS

Try to keep special collections to a minimum in order to avoid confusion. If a special collection is a permanent part of the library, all catalog cards for items within the collection should be labeled in some way to indicate location. Naturally some labeling of the materials themselves is necessary. Avoid the establishment of special collections to honor benefactors or as memorials to individuals. Space must remain flexible. Moreover, with a constantly changing school population, the groups to whom the memorial is meaningful soon leave. The library is left with the work of maintaining these separate collections which, because they are static, become out-of-date. An alternative is placing a book plate with the name of the person being honored in the front of the book. This recognition is acceptable to most donors.

Special collections can make often-used materials readily accessible. Students can go directly to their favorite subjects and browse without having to check the card catalog first. Such subjects may be: Mystery stories, animal stories, science fiction, or Black studies.

These collections can have different color assignments. Colored tape could be used on the spines of the books, and colored protectors placed on the catalog cards. For example: blue tape and blue protectors could indicate mystery stories. If lack of space in the library makes placing the collections in separate locations impossible, *picture or word stickers identifying various topics can be attached to the book spines in the regular shelf collections.

(*Interesting picture spine labels can be produced from "Print Shop" computer programs. Use greeting card procedures and the "tiled" format for layout. Print Shop. Broderbund Software, 1985.)

An advantage of these special collections is that they may be integrated, fiction and nonfiction, print and non-print, even though the regular collection is not. One example of an integrated collection is an I CAN READ collection replenished from both the Easy section and the nonfiction.

1. Supplemental Fiction

   Many libraries house and circulate multi-copy titles of books to be used for literature groups in the classroom and libraries. In addition, the library may collect, purchase and circulate teaching guides for these titles. Inventories are kept and copies replaced as needed. Inter-library loan can provide additional copies. Lists of titles, locations, number of copies, and teacher guide availability should be distributed to teachers at the beginning of each year.

Below is a sample circulation procedure and excerpt from a catalog list.

TO: All Teachers

FROM: Library

On the following pages you will find a complete listing of the titles of supplemental books for which multiple copies are available. There are 252 different titles available in our library. In addition to these titles, others may be requested from other Urbana school libraries.

Below you will find a list of helpful abbreviations which will help you interpret the additional information contained in the master list.

1. Location abbreviations:
   BR - Library workroom
   AV - Audiovisual shelves in workroom
   E - Easy collection
   Biog - Biography collection
   PB - Paperback collection
   LIB - Library nonfiction section
   NEW - Newbery collection

2. Approximate reading level taken from book source materials.

3. Number of copies available at this school. (Additional copies can be requested.)

4. P - Teaching materials available. These materials will vary in scope. If you intend to use a title, please review the teacher materials. Most books will have a file in the supplemental file cabinet. Some may have information in other professional books. These books are abbreviated after the title and are:

   SLW - Teacher Guide to Selected Literary Works
   NA - Novel Approach notebook
   RCL - Releasing Children to Literature
   WCR - When Children Read
   WRA - Where the Readers Are

5. "*" after the title means the book is cataloged as a nonfiction title.

PLEASE FOLLOW THESE PROCEDURES WHEN CHECKING OUT THESE TITLES:

1. After your selection, be sure you have any teacher materials that are available. (One copy of the book may contain teacher notes.)
2. Leave a note at the circulation desk as to how many copies of the title you have taken.
3. Have students in the reading group fill out the circulation cards and return them to the library. This is the best way to keep the students responsible for their own copies.
4. The titles will appear on your overdue list after most of the books have been returned and only a few copies are still missing.

SAMPLE LISTING

Rd.Lev.	Locat.	Title	Author	Copies	T.E.
3.2	BR	INDIANS*	MARTINI	9	
3.2	BR	SPACE COLONIES*	FRADIN	10	
3.3	PB	CALL ME CHARLEY (RCTL)	JACKSON	5	P
3.3	BR	MINIBIKES (AV KIT)*	RADLAUER	10	P

2. Professional Collections

Each library should provide a professional collection which will supply teachers and staff with a wide variety of materials to support their role in the school environment. Current and back issues of professional journals, curriculum and teaching guides, bulletin board pamphlets, special area idea books, and other pertinent materials could be housed in a central location, cataloged in the main card catalog and circulated under regular library rules for faculty and staff. Some collections are cataloged with an "E" above the call number and may be kept in a special collection.

A portion of the library budget should provide for renewal of requested periodicals and for specially requested items that teachers recommend. Frequently, titles which will merit consideration will be suggested in professional journals. Much of the collection may also come from free offers, such as University publications, donations from teachers who are leaving, and from courses and workshops attended by faculty and staff.

This service, once established, should be promoted and sources of new materials explored. It is the unique collection of each school and should serve the people who use it. Student teachers should be directed to this section during their orientation.

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MENDING BOOKS

Caution children not to repair books themselves. Explain that we use special materials to repair books and any damage should be reported so that needed repairs can be made before further damage occurs.

Librarians do not have time to do mending. However, adult library volunteers can be trained to do mending. Regular mending sessions can be scheduled by the Volunteer Coordinator and supervised by the library clerk.

VERTICAL FILES

The vertical file holds such materials as pamphlets, maps, newspaper and magazine clippings, and pictures. They are to be dated before being added to the file to assist with weeding materials later. Good sources are The Vertical File Index, the government publications, and Free and Inexpensive Learning Materials, published annually. There are commercial vertical file computer programs available on current topics. The vertical file should contain the same subject headings found in the card catalog. Cards indicating the presence of vertical file materials can be inserted into the card"catalog. Headings used should be checked in Sears. A list of the headings is kept on the top of the vertical file or inside the drawers.

Maintenance of the vertical file can be difficult, especially if it is heavily used by students. Many librarians have found it necessary to assign one adult library"volunteer the responsibility for keeping the file in order. This volunteer may not only file on a regular basis, but also maintain a continual program of checking for misfiling. Assigning subject headings to newly acquired materials is, however, a professional responsibility.

OVERDUE PROCEDURES

The efficient functioning of a school library is the responsibility of all who use it. A library is based on sharing. When library material taken out by a borrower is kept an excessive amount of time, or damaged or lost, its use is denied to others. Librarians should remind borrowers of their responsibility to other library users.

A standard computer-generated over-due program for use in Urbana elementary school libraries has been developed.

If a student damages or loses materials, the librarian will ask the parent or guardian to pay for the loss. Central Office maintains a Trust Fund account for each elementary school.

Librarians should attempt to retrieve lost materials but, after an earnest effort has been made, the librarian should be sensitive about undue pressure and individual situations.

Various methods are used for reminding students of overdue materials. Weekly or monthly lists can be sent to classroom teachers or individual notices can be sent to students. A standard overdue computer format for Urbana Elementary Schools has been developed.

Rm#	Name	Author	Title	Date Due
104	Erin	Bolognese	Drawing Horses and Foals	Dec 2
104	Toby M.	Dahl	James and The Giant Peach	Dec 3
104	Nick	McCloskey	Blueberries for Sal	Nov 10

The following material has not been returned to the Thomas Paine Library

Date Sent: 12-15-87: Date Due: Dec 2

Rm#: 104 Name: Erin

Author: Bolognese Title: Drawing Horses and Foals

If materials are not returned after these notices, a postcard can be sent to parents or guardians. Examples used by Thomas Paine School are shown. At the time of inventory, a letter is sent to the parent or guardian. An example of what is used by Thomas Paine School is shown. If the letter doesn't work, sometimes a phone call from the teacher or principal may help.

Sample Postcard

To the parents of ________________________

Good library users occasionally forget to return materials on time . Your youngster has not returned the item(s) listed below. We will continue to look for this material here at school, but we thought that perhaps if we contacted you now, while the material might be fresh in your mind, you would be able to help your child find the mislaid item.

Thank you.

____

Sample Postcard

Dear Parents:

According to our records, your child,
______________,
checked out the following book which was due
_________.

____

We would appreciate it very much if you would take a few minutes to make sure that your child searches for the book around the house and makes every effort to return it to us.

Thank you for your time and cooperation.

Sincerely,

Sample Letter

THOMAS PAINE SCHOOL
LIBRARY
DATE

Dear Parents,

According to our records, ___________________ still has the following books checked out from our library:

Author	Title	Date Due	Amount

Since our budget for new books is extremely limited, we cannot afford to replace many of the lost books. This means there are fewer and fewer books for our children to read and very often the books that are lost are the very books that the children enjoy the most.

We would appreciate it very much if you would take a few minutes to make sure that your child searches for the books around the house and makes every effort to return them to us.

If the books cannot be found, the charge for the loss to the library will be ____________. This is a minimum assessment. If the book is found later, this sum will be refunded.

Thank you very much for your time and cooperation.

Elementary Overdue Contest

Philosophy:

This program is designed to give special recognition to classes who continually show responsibility in returning library materials on time.

A school having a strong independent reading program will find that this procedure does not inhibit students from charging out books, but encourages them to exchange books more often and do more reading. The reward for having the smallest number of overdues may be banners and charts posted in the library. However, the extent of the reward will depend on each particular program. In one case, gold star-winning classes are able to choose any film they wish from the two very large catalogs of free films. At the end of the year some special honor may be given to the class with the longest record of gold-star banners.

Materials needed to produce two to three borrower-award banners, five to six three-time-winner banners, six to eight gold star add-ons.

9" x 12" felt squares (all colors)
Scissors
Matching yarns
Patterns
Buttons and buttonholer
Dowel rods (1/2 or 1/4 inch)
Elmer's glue
Gummed stars (One color gold)
Posterboard for chart

Suggested Guidelines:

1. Produce overdue lists arranged by class at regular intervals.
2. Explain program to all classes at the beginning of the year.
3. Deliver the banners promptly on the day the list appears.
4. Keep chart up-to-date so students can check the progress of each class.
5. Only classes with no overdue books are given banners.
6. Winning classes are named in weekly library bulletins.

Sample High School Program for Recovering Overdue Books

A raffle proved to be a fruitful incentive to encourage high school students to return overdue books. Prizes were purchased from library club money in the amount which would have been spent for postage on overdue notices. These items seemed to be popular as prizes with the students:

COLLECTING MONEY FOR REPLACEMENT OF MATERIALS

Replacement prices should be determined through current price lists. If no current price is located, the following may be used as a guide for charges when prices are in question.

Books	$10.00
Paperbacks	2.50
Filmstrips	15.00
Records	10.00
Magazines	single copy price
Tape	10.00
Vertical File	1.00 pamphlets
Reinforced paperback	5.95

When a lost book has been paid for, follow the procedures below:

1. Records are kept of all transactions. Recorded information that is necessary:
    a. Name and address of student
    b. Classroom of student
    c. Author
    d. Title of material
    e. Date
    f. Type of material and call number
    g. The amount paid and form of payment (cash or check)

2. The circulation card is pulled and marked "paid" with the date. If the material is to be reordered, the card is placed in the TO BE ORDERED file. If it is not to be replaced, and it is the last copy, the catalog cards are pulled and filed in OUT OF CIRCULATION in case the material is later returned.

3. A three-part receipt form is filled out using standard District forms. One copy is attached to the payment and sent to Central Office to be deposited in the Trust Fund. One copy is attached to a thank-you note to the parent. The third copy is kept by the librarian.

4. The office will deposit the money and record the deposit in the school account books. Copies of the deposit slip are sent to Central Office, to the bank, and the third is kept in the school office.

TO REFUND MONEY UPON RETURN OF LOST AND PAID FOR MATERIAL

Notify district bookkeeper of the returned item, providing all recorded information:

1. Name and address of student
2. Author
3. Title of material
4. Date of payment
5. Type of material and call number
6. The amount paid and form of payment.

Request that a refund be sent and record the deduction in the library record of the Trust Fund account.

RESERVE SYSTEMS OR "HOLDS"

When teachers or students find that the materials they want have been checked out, they may reserve them by filling out a form.

Sample:

Reserve Slip

Author ____________________
Title _____________________
Your Name _________________
Room Number _______________
Date ______________________

Patrons may fill out the slip and place it in a special place on the charging desk. This slip will be clipped to the appropriate card in the circulation file. When the book is returned, the reserve slip on the card alerts the volunteer or clerk to notify the patron.

New or popular books may be displayed with special reserve forms attached.

Special holiday collections may be made available for teachers to inspect and reserve. Details of this service are explained in the section of this guide entitled "Faculty Support Services". (See page 330.)

RESERVES OF SPECIAL SUBJECT MATERIALS

Occasionally more than one teacher will have need of specific materials in the library for use by the students. In this case, place those materials on reserve in the library so that all students will have access to them. Use of these materials will be limited to the library. At the end of the day the materials may be checked out for the night, to be due at the beginning of the next school day.

The materials to be placed on reserve should be gathered and placed on a cart, a table or shelves (preferably near the check-out desk or librarian's desk) where their use may be restricted to students working on assignments given by the teacher(s). These materials should not be removed from the library during the time they are on reserve.

The practice of reserving books is very useful at the secondary level where one teacher may have several classes working on the same assignment at the same time. It is also useful when two different teachers in the same curriculum area have given similar assignments.

Suggestions:

1. Provide a list of the materials placed on reserve. Make multiple copies of the bibliography (enough for the students in the classes using the reserved materials) if requested.

2. Emphasize that any of the materials checked out overnight should be returned promptly the next morning; if this does not work, do not check out books. All of the materials should be available to all of the students during the day.

3. A colored marker or card should be used to indicate that each item is on reserve and may not be checked out for the normal loan period.

4. A form similar to the Library Request Form could be used by teachers who wish to place materials on reserve.

CIRCULATION PROCEDURES FOR NON-STAFF PATRONS

On occasion, the school library will be called upon to provide services to patrons who are not permanent members of the faculty, staff, or student body. This can be a source of problems for the library, particularly when materials become overdue and these persons are not readily available at the school.

It is suggested that a formal registration card be filled out by anyone that is not a student of the school or permanent faculty or staff member. The following is a sample registration card.

Registration for Borrowing Privileges

_____________________ School

Name ______________________________ Date __________
Address ___________________________ Phone (H)______
___________________________ (W)______

Reason for requesting privilege:

____

Expiration date of privilege ________________________

I accept the responsibility for all items checked out and will pay the replacement price for all lost or damaged items.

___________________________________ ______________
(Signature) (Date)
Accepted by ______________________ ______________
(Name) (Date)

INVENTORY

STATEMENT OF PURPOSE

In order to provide maximum accountability for the valuable educational materials collections housed in our buildings, a complete inventory of those materials must be conducted at the close of each school year. During that time we have the following goals:

1. To retrieve missing books checked out to students and teachers.
2. To check each item to make sure it is correctly carded, housed in the correct container, and is in the correct order.
3. To solve problems that may have occurred during circulation procedures.
4. To identify materials requiring replacement or mending.
5. To weed out-dated and unused material.
6. To update the card catalog in order to accurately reflect current library holdings.
7. To update holdings records.

We recognize that during inventory every effort must be made to provide teachers with as much service as possible. By a "pre-inventory" of materials needed for classroom use, we can keep essential teaching tools in use until the last day or two.

PROCEDURES

Pre-Inventory

Before inventory actually begins, teachers return to the library those items they will need during the last two weeks of the year. Provide them with boxes and rolling carts if possible.

Check circulation cards and the contents of audiovisual cans and boxes.

Return materials to teachers.

Establish a "pre-inventoried" circulation file. As Step 2 of inventory progresses, turn down the shelf list cards for those materials represented in the file.

Students may be allowed use of the reference collection during inventory and, in some cases, they may use the library for quiet reading.

Arrange with principal and staff for limited services during inventory. These services will vary based upon individual school demands.

Read shelves.

Plan a work shedule to determine progress and notify staff.

Make all possible efforts to have all materials returned or paid for (See "End of the Year Overdues" at the end of this chapter).

Arrange with Volunteer Coordinator to contact and schedule parent and community volunteers. Teams of two work best.

Have one team member read title and number of copies from shelf list card. Other team member calls back accession numbers of copies on the shelf.

Problems during inventory

Books missing - If only a single copy of a title is listed on the shelflist card and it is missing from the shelf, turn the shelf list card on end, call number up. Multiple copy books should have "l" and current year written in pencil next to the accession number of the missing copy and the card turned on end.

No shelf list card - Pull book and make a colored temporary shelflist card.

Damaged books - Inventory and turn up card. (If book is repaired and returned to shelf, turn down card. If book is discarded or sent to bindery, shelf list card must indicate this change.)

Completion of Inventory

Search all possible places for lost books: bindery, repair shelf, problems, etc.

Go through upturned cards for possibilities for replacement. Use the following tally sheet to indicate areas of loss.

Pull shelf list cards for single copies of books lost for three or more years. Remove catalog cards if they are not to be replaced. File the shelf list card in the "Withdrawn" file.

Mark all cards for lost books with "l" and year and turn them back down.

Complete the Inventory Report Form.

End of the Year Overdues

Begin immediately after last due date of the year to inform teachers and students of material still checked out.

Send some type of notification at least every two or three days so current status is always clear.

Letters to parents may be sent when student contact has brought no results. Elementary librarians may ask teachers to notify parents of children in their room by phone.

The final notification (the last week) should always include author, title, and replacement cost.

Follow payment procedures for lost books in "Overdue" section.

RECORD OF HOLDINGS

A yearly assessment of the print collection is a valuable record. Set up a notebook for this purpose and update it every year during inventory.

Procedure:

1. List every label on the shelf list guide cards.
2. Make a card or slip with the same labels.
3. Have students take the slips to the appropriate section of shelving and count the books indicated on the slip. Record that number in your holdings book.

Use this yearly record to evaluate the collection for balance and to point out areas of heavy loss. This record will also give the exact number of books in your total collection.

INVENTORY REPORT FORM

Student books lost and paid ____________________

Amount collected ________________________

Student books lost - unpaid ______________________

Teacher books lost __________________________

Books missing from shelves _________________
(No circulation records)

AV & Computer equipment lost ________________

Itemize ___________________________

AV & Computer software lost _________________

Itemize ___________________________

Other loses ______________________________

Itemize ________________________

Book Count

Fiction ____________ Reference ____________

Easy _______________ Professional Collection______

Nonfiction _________

SAMPLE
INVENTORY REPORT FORM-FICTION

	1st yr.	2nd yr.	3rd yr.	Damaged	Moved	Paid	Checked Out to	
							Teach.	Students
Fiction A								
B								
C								
D								
E								
F								
G								
H								
I								
J								
K								
L								
M								
N								
O								
P								
Q								
R								
S								
T								
U								
V								
W								
XYZ								

BINDERY PROCEDURES

In selecting books to be rebound, keep in mind the following points:

Are pages damaged or missing, making replacement a better course?

Is the book still appropriate for the collection?

Does the circulation warrant rebinding or replacement?

Are margins wide enough to permit rebinding?

Compare current rebinding price to replacement price.

Procedures

Remove card and pocket. Write accession number on the title page.

Prepare requisition for the number of books to be rebound.

Package books appropriately for the type of transporting the bindery requires.

Keep pockets as a record of titles with your copy of the requisition.

WEEDING AND DISCARDING MATERIALS

Weeding

Weeding is an important professional task and should be done systematically. The following categories of materials should be considered for weeding:

Duplicates which are no longer needed.
Superseded editions.
Materials which have not been checked out for several years.
Materials that need repair (to be mended, rebound, or discarded).
Materials which have become outdated in content, style, theme or illustrations.

Discarding

When to discard

As needed during the year.
At inventory when all records can be brought up-to-date at one time.

Procedures for discarding:

"D" with year indication written on shelf list card.
Remove or mark out all identification marks on the books.
Keep circulation cards for new ordering (paper clip to order card).
Remove shelf list cards and catalog cards for all single copies that will not be replaced.
File shelf list cards in a "Withdrawn" file.
Mark card with date withdrawn.
Keep a record of books discarded during the year.
Check shelf list during inventory to be sure shelf list cards have been placed in "Withdrawn" file.
Be aware that materials withdrawn because of 1 or 3 under" Weeding" may be of use to other libraries within our district.

MAINTAINING THE CARD CATALOG

It is of prime importance that the card catalog be maintained in a timely manner.

Be sensitive to requests, and add "See" and "See Also" references as needed to guide users to appropriate key words.

Guide cards are extremely helpful, particularly in elementary schools where use of alphabetical order may not be mastered.

An alphabet list outside the catalog is helpful as are clearly marked drawers.

Instruction in use is imperative for the student's school work and personal satisfaction.

Remove cards for lost or discarded books that are not to be replaced.

Cards for new materials should be filed as soon as possible.

Most card catalogs in District 116 were originally set up using the "Fourteen Basic Filing Rules". These rules have considerably altered and librarians must consult:

> American Library Association. *ALA Rules for Filing Catalog Cards*. Most recent abridged edition.

See the following journal articles for specific techniques:

> "Toward an Accurate Card Catalog". *School Librarians' Workshop*. Sept. 1984, 3-5.

> "Evaluating the Accuracy of Your Card Catalog". *School Librarians' Workshop*. Dec. 1984, 1-4.

AUDIOVISUAL AND COMPUTER SERVICES

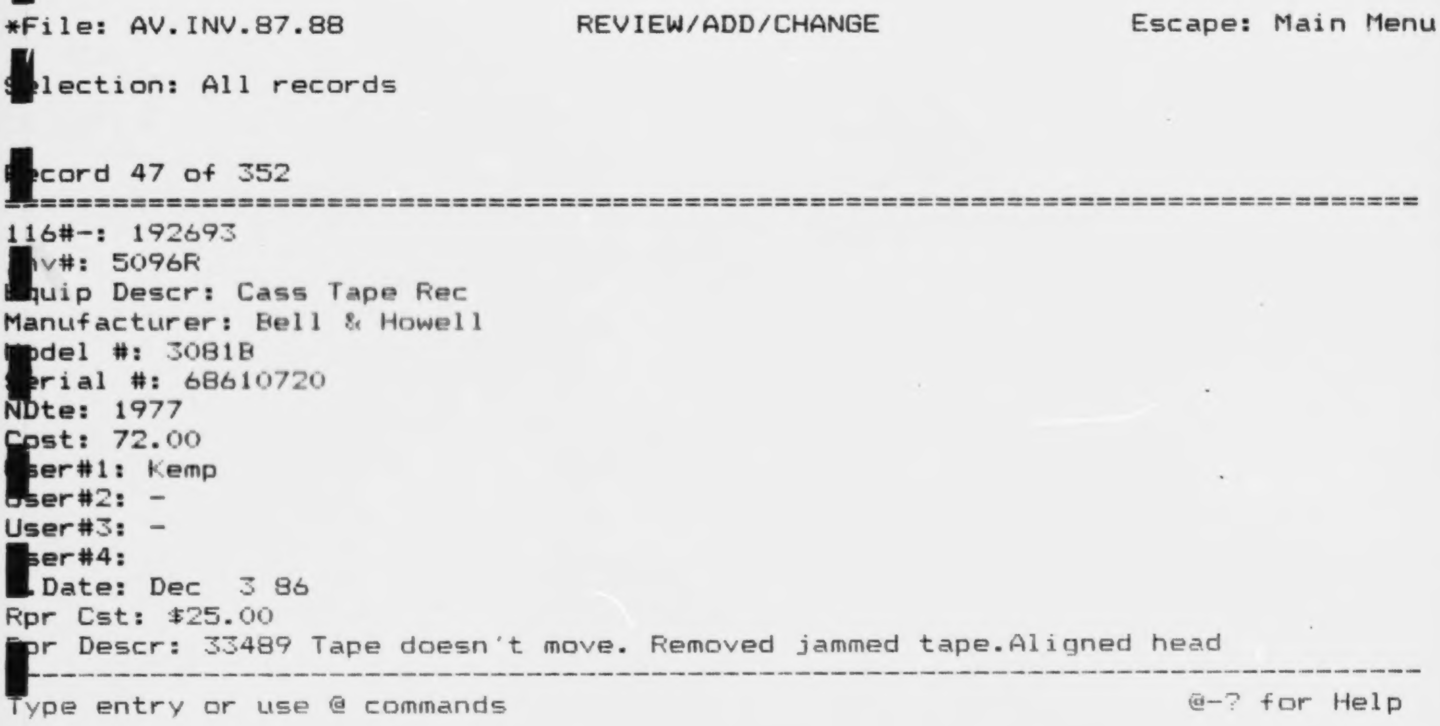
AUDIOVISUAL EQUIPMENT SERVICES

The librarian has responsibility for the selection, ordering, inventory, maintenance, and circulation of all audiovisual equipment and software.

Audiovisual equipment is housed in and circulated through the library.

Equipment Inventory

It is suggested that each school maintain a complete inventory of audiovisual and computer equipment on a computer diskette. Using Appleworks database, the categories shown in the example (See following) can be used to identify, circulate, and maintain repair records for each piece of equipment. The library clerk or aide will maintain this inventory.



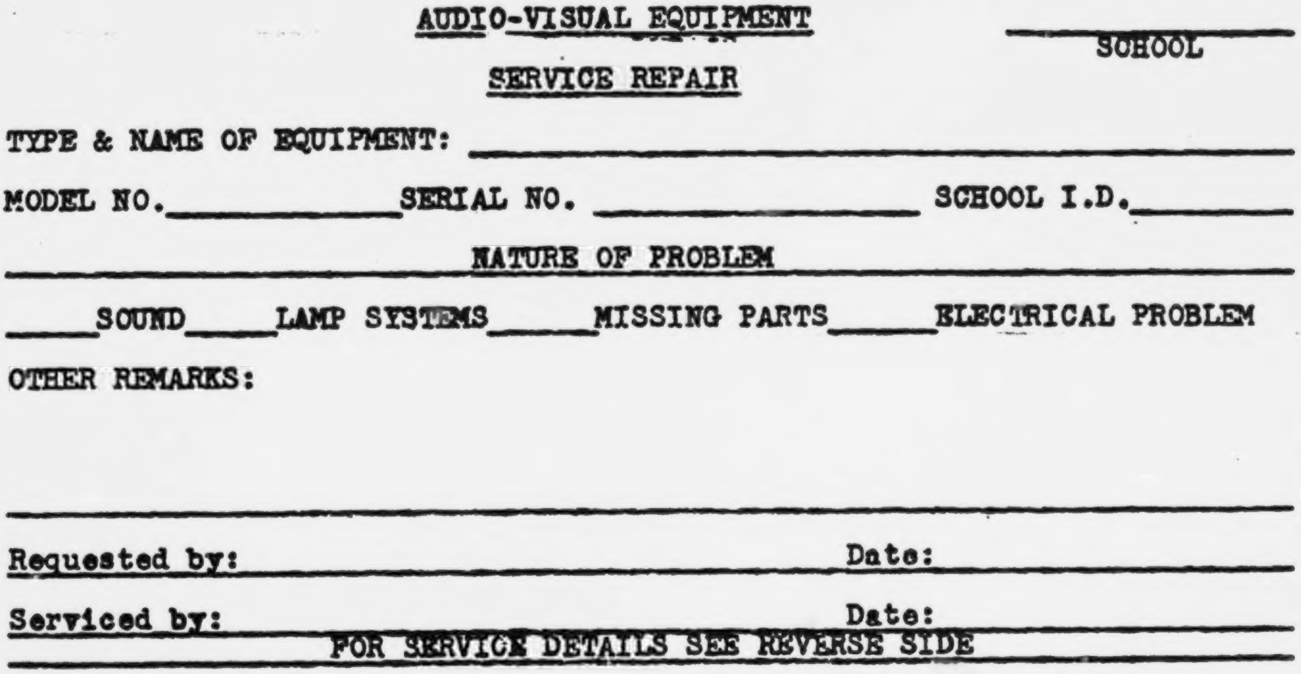
```
*File: AV.INV.87.88            REVIEW/ADD/CHANGE            Escape: Main Menu

Selection: All records


Record 47 of 352
================================================================================
116#-: 192693
Inv#: 5096R
Equip Descr: Cass Tape Rec
Manufacturer: Bell & Howell
Model #: 3081B
Serial #: 68610720
NDte: 1977
Cost: 72.00
User#1: Kemp
User#2: -
User#3: -
User#4:
.Date: Dec  3 86
Rpr Cst: $25.00
Rpr Descr: 33489 Tape doesn't move. Removed jammed tape.Aligned head
--------------------------------------------------------------------------------
Type entry or use @ commands                                      @-? for Help
```

Each teacher is given a list of audiovisual equipment checked out to his/her classroom with instructions to check the items they wish to store in locked cabinets over the summer. All equipment which cannot be safely locked in the classroom or which needs cleaning or repair should be returned to the library.

All repairs are channeled through the librarian. At the present time the Urbana School District has contracted with a single company to repair and maintain the equipment. During the summer, the company cleans and checks selected equipment. Minor repairs are done by the librarian, or by trained library clerks or aides.

Each machine should have an inventory and maintenance record and be indelibly labeled with the name of the school and an identification number. It is also helpful to label and number all other items such as headphones, extension cords, microphones, etc.

When the machine needs repair, a repair order is attached to the machine. A duplicate of the repair order is kept and the information added to the database. The teacher may be given another machine to use permanently or to use until the machine is returned from the repair shop.



AUDIO-VISUAL EQUIPMENT ____________ SCHOOL

SERVICE REPAIR

TYPE & NAME OF EQUIPMENT: ____________________

MODEL NO.__________ **SERIAL NO.** __________ **SCHOOL I.D.**________

NATURE OF PROBLEM

_____**SOUND**_____**LAMP SYSTEMS**_____**MISSING PARTS**_____**ELECTRICAL PROBLEM**

OTHER REMARKS:

____

Requested by: **Date:** ____________

Serviced by: **Date:** ____________

FOR SERVICE DETAILS SEE REVERSE SIDE

INSTRUCTION IN USE OF A/V EQUIPMENT

It is the responsibility of the librarian to see that teachers are familiar with the use of all the audiovisual equipment. This can be accomplished in several ways. At the beginning of the year a mini-workshop could be offered for the entire faculty. This would be a "refresher course" for returning teachers as well as the introduction for the new teachers. The workshop could consist of a demonstration of selected pieces of equipment with time for the teachers to try each machine themselves. Another possibility is to have learning centers equipped with operation instructions for the various machines. Such centers would allow the teachers to work with the machines at their own pace.

A training session should be held each semester for student teachers and junior participants who will be using A-V equipment.

The librarian or audiovisual specialist should train student projectionists early in the school year. One or two volunteers could be sent from each teacher's class. Independent volunteers, as well, should be encouraged to participate. Projectionists can be taught to operate as many machines as necessary, depending on their ages and abilities. There should be follow-up workshops for projectionists throughout the year. Projectionists may be given a card when they have completed their training so that they may have evidence of their expertise. Students who have not had training should not operate machines in the classrooms.

If there is no organized instruction at the start of the school year, you may find it helpful to provide individual instruction to those teachers who will be using equipment throughout the year or to train some students from each class (grades three and up) on the most frequently used items, such as the 16 mm projector, the filmstrip projector, and the cassette tape recorder.

The library clerk or aide should be trained to do simple maintenance and cleaning of audiovisual equipment. A cleaning kit containing cotton swabs, lens tissue, a can of compressed air and lighter fluid should be available.

A SUGGESTED PLAN FOR 16MM PROJECTOR MAINTENANCE

In order to avoid Champaign County Schools Film Cooperative charges for damaged film, it is extremely important that 16 mm projectors be cleaned frequently. The area of importance is the film track.

a. Each time a film is shown to a class in the library, a different projector should be used so that the librarian has the opportunity to evaluate its operation.

b. Before return to its assigned location, the film track should be cleaned with compressed air and wiped with a cotton swab dampened with a small amount of lighter fluid.

c. The date of cleaning is written on a small tag which is attached to an inconspicuous spot on the projector.

EQUIPMENT REQUEST FORM
URBANA JUNIOR HIGH SCHOOL LIBRARY

STAFF MEMBER __________________ DATE EQUIPMENT NEEDED _________

ROOM NUMBER __________________ LENGTH OF TIME NEEDED ___________

___ CART
___ EXTENSION CORD
___ FILM PROJECT. 16mm
___ FILMSTRIP PREVIEWER
___ FILMSTRIP PROJECT. (35mm)
___ HEADSET (EARPHONE)
___ JACKBOX
___ MICROPHONE
___ OPAQUE PROJECTOR
___ OVERHEAD PROJECTOR
___ RECORD PLAYER
___ SCREEN-PORTABLE
___ SLIDE PREVIEWER
___ SLIDE PROJECTOR-CAROUSEL
___ SLIDE PROJECTOR SAWYER

___ SOUND FILMSTRIP PROJECTOR-CASSETTE
___ SOUND FILMSTRIP PROJECTOR-RECORD
___ SUPER 8mm PROJECTOR
___SUPER 8mm CAMERA
___ TAPE RECORDER (MONAURAL)-CASSETTE
___ TAPE RECORDER (MONAURAL)-REEL-TO-REEL

TELEVISION EQUIPMENT

___ VIDEOCASSETTE PLAYER (BETA 2 & 3)
___ VIDEOCASSETTE PLAYER(BETA 1 FORMAT)
___ VIDEOCASSETTE PLAYER (VHS)
___ TELEVISION RECEIVER/MONITOR
___ VIDEO CAMERA, PORTABLE
___ VIDEO CAMERA, PANASONIC, COLOR

IF YOUR ROOM IS LOCATED ON THE SECOND FLOOR, CHECK TO SEE IF TELEVISION RECEIVER/MONITOR ASSIGNED TO THAT LEVEL IS AVAILABLE.

NOTE: 1. TURN IN COMPLETED REQUEST FORM AT LEAST ONE DAY IN ADVANCE.

2. RESERVE TELEVISION EQUIPMENT ONE WEEK IN ADVANCE.

AUDIOVISUAL SOFTWARE PREVIEW, CATALOGING, AND CIRCULATION

Audiovisual materials should be previewed and evaluated before purchase. (See sample evaluation form.) A file should be kept of all previewed materials. Follow the district preview policy on page 274.

INFORMATION NEEDED FOR INSURING PARCELS

Date

Contents

Value

Specific Instructions
(if any)

ASN #

Person Sending

School

Addressed to

A copy of this form must be completed for all previewed materials returned to producers.

Cataloging

All A/V items should be sent to the central cataloguer at Thomas Paine. Send along any catalog cards that come with the item. It is recommended that individual parts of a multiple item kit not be separated. Kit components will be listed on the shelf list card.

Circulation

Audiovisual materials are checked out by teachers for as long as needed. Home circulation of audiovisual software may vary from school to school.

16MM FILMS

1. Champaign County Schools Film Cooperative (CCFC)

   Urbana schools are members of CCFC and have full use of all films. Each school has copies of the catalog. Order forms are available through each school library or office. (See following) One person from each building is usually in charge of Coop circulation and maintains the list of teacher identification numbers.

CHAMPAIGN COUNTY SCHOOLS FILM COOPERATIVE

703 South New Street, Champaign, Illinois 61820 217/351-3843

Film Request Form

Date________ Teacher & No. __________________________ District _____ Building ________

FILM NUMBER	TITLE	DATE REQUESTED	
		DATE WANTED	NO LATER THAN

Submit this request form to Co-op office. A report on the availability of the requested films will be sent to you. Any films reported as not available for requested date may be reordered. Please return all films within 3 days to Film Co-op. Please order 3-4 weeks prior to date wanted.

2. Guidelines for Assessing Charges for Major Damage to Films

Major film damage is defined as damage to a film for which replacement footage must be secured in order to make the film usable.

The CCSFC shall secure necessary replacement footage for damaged films and charge the costs back to the appropriate building in the following manner:

Percent of Cost	Occurrence in School Year
25	1st
50	2nd
100	3rd and subsequent occurrence in a single school year

In addition, there will be a $10 inspection and insertion charge.

Charges for films damaged beyond repair shall be assessed back to the appropriate building according to this formula:

Age of Film (in years)	Percent of Purchase Price
1 & 2	100
3	80
4	60
5	40
6	20
7 & over	5

3. Previewing Procedures

   a. Librarians are encouraged to order films for preview directly from producers.

   b. Follow district preview procedures.

   c. When films are ordered, notify teachers and schedule showings.

   d. Distribute evaluation forms to teachers for each preview showing. (See following.)

   e. Price and producer must be noted on each evaluation.

   f. Follow district mailing procedures for returns. (See Audio visual and computer services, page 310.)

   g. At the end of the year send a note of thanks to the producers who have allowed film previewing.

4. Champaign County Schools Films Cooperative - Film Selection Committee

   The Film Selection Committee of the CCFC shall be established in the following manner:

   a. Superintendents may appoint a maximum of two teachers and/or administrators who are interested in selection of films.

   b. The final committee shall be composed of all who are willing to serve.

   The Film Selection Committee of the CCSFC shall carefully evaluate the present collection and decide which films should be duplicated and the titles of new films to be purchased. The recommendations of this Committee shall be taken to the Executive Committee by the Chairman of the Selection Committee.

   Final decisions with regard to extent and scope of purchase shall be made by the Executive Committee.

5. Champaign County Film Coop Selection Procedures for the District Representative

a. Preparation

1. Collect all the teacher evaluations from each school.
2. Examine the reviews, eliminating titles already purchased.
3. Arrange the remaining reviews into first, second, and third choices at each of three levels: k-3, 4-6, and a category termed all levels. Poor reviews should be retained for reference.

b. Selection Meetings:

1. Duplicate titles should be ordered for some films that receive especially high use. Special problems occur with seasonal or holiday titles.

2. Replacement of popular damaged films must be considered.

3. High priority is given to films that will strengthen areas of the Coop collection deemed to be weak.

4. Committee identifies subject areas for preview emphasis during the coming year.

CHAMPAIGN COUNTY FILM COOPERATIVE EVALUATION FORM

Original - to be sent to Chairman, CCFC Selection Committee
2nd Copy - to be retained by previewing school

Complete Title____

Previewed By____________________ Date of Preview__________

Grade Level (Circle Appropriate) P I J S

State subject area(s) in which this film could best be used (list several, if applicable)____
____
____

1. Summarize content briefly (be specific)____________________
____

2. Authenticity and accuracy	______ Accurate	______ Generally True	______ Misleading
3. Organization	______ Well Organized	______ Fair	______ Disorganized
4. Is it important? (Does it make a significant contribution to learning?)	______ Very Important	______ Some	______ Not Important
5. Does it effectively develop concepts that are difficult to get across in other ways?	______ Very Effective	______ Uncertain	______ Other Methods Better
6. Are the pictures good, clear and effective?	______ Good	______ Fair	______ Poor
7. Is the sound good?	______ Good	______ Fair	______ Poor
8. Amount of material?	______ Just Right	______ Too Little	______ Too Much
9. Pupil reaction	______ Excellent	______ Good	______ Poor
10. Teacher reaction	______ Excellent	______ Good	______ Poor
11. Purchase recommendation	______ Basic (1st Choice)	______ Supplemental	______ No

---

DO NOT WRITE BELOW THIS LINE

Producer____________________ Copyright Date__________ Cost__________

Length____________________ Color____________________ B & W__________

VIDEO

Instructional Television - Channel 12

The librarian acts as building coordinator for all video services including serving as the WILL representative, scheduling equipment and tapes. She represents her building at annual meetings, does the above scheduling of equipment and tapes, orders teacher guides, and keeps teachers informed of any information from WILL-TV that might be of interest.

Channel 12 (WILL-TV) broadcasts educational programs during the school day. A school may take advantage of services and materials available from the station on an annual contractual basis.

The librarian is the liaison between the school and the Instructional Television (ITV) division of Channel 12. It should be verified at the beginning of the school year that the subscription fee has been paid and that the school is receiving information about the programming from the station for the year. The librarian will then distribute the master-program schedule, surveys, and other program information to the teachers in the building. Early in the school year it should be determined which teachers are interested in using television in their classrooms. One copy of all teacher's manuals that are appropriate for the grade levels in the school should be kept in the library. The teachers can then look at the various manuals to see if any programs would be useful in their classrooms. Manuals should be returned to the library at the end of the year in order to reduce duplication.

Other ways in which the librarian can promote and improve the use of television in the school are: stay in close touch with ITV to be aware of what is new; schedule ITV workshops on programs available from Channel 12 and their use in the classroom; promptly distribute information sent to the school by ITV; attend the meetings of all ITV representatives.

Occasionally a teacher may be able to view a program as it is broadcast, but more often it is necessary to tape the programs and play them back at a more convenient time. Taping also allows more than one teacher (or, at the secondary level, more than one class taught by the same teacher) to view the program.

Within each school, the librarian will set up a schedule for the use of the tapes and equipment. It may be practical to set up a central viewing area where the cable television hookup is brought into the building. This is especially good if there is only one color television in the building. Other television sets may be circulated to the teachers according to their needs.

An ITV subscription includes the right, without copyright infringement, of videotaping "in school" programming. Any other off-air videotaping can be in violation of copyright law.

Scheduling

At the beginning of each semester the librarian provides each teacher with a WILL-TV Broadcast Schedule. Each teacher requests tapes on the the teacher worksheet from the broadcast schedule. A list of programs to be taped is then sent to the district Video and Film Center. The librarian then makes a master schedule for the use of the televisions and VCRs. The tapes will be sent to the librarian who distributes them on a weekly basis. A data base program can make this a simple task as well as providing orders for Manuals and tapes and schedules.

Teacher Guides

A Teacher Guide is available for every series WILL-TV broadcasts. The librarian orders the guides as needed for her building. These guides can be circulated to the requesting teacher.

VIDEO AND FILM CENTER

The Video and Film Center (VFC) serves as a district-wide video programming center housing a collection of nearly 2,000 video programs and a small collection of 16mm films. The VFC manager records televised broadcasts (WILL-ITV, off-air network, and cable) upon the requests of teachers. VFC strictly adheres to copyright laws regarding the videotaping and distribution of off-air broadcasts in schools. District 116 subscribes to WILL-ITV Broadcast Services on an annual contractual basis. Copies of the Video and Film Center _Catalog of Videotapes_ are available at all of the school libraries in the district.

The Video and Film Center is a district taping center for the taping of ITV programs. As enrolled members of WILL Broadcast Services, each school has legal authorization to record ITV series off-air as they are broadcast for use by the teachers at their convenience.

The following Off-Air Video-taping Policy was adopted by the Urbana School District in May, 1982. (#7.436)

a. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.

b. Off-air recordings may be used once per class by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within single building, cluster or campus, as well as in the homes of students receiving formalized home instruction.

c. Off-air recordings are to be used in the classroom by individual teachers within ten (10) consecutive school days from date of recording. "School days" are school session days- not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions.

d. Off-air recordings may be retained for up to forty-five (45) calendar days from the date of recording for evaluation purposes, but may not be used for student exhibition or any other non-evaluation purpose on a date past the ten consecutive school date period. Upon conclusion of such retention period, all off-air recordings must be erased.

e. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

f. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

g. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

****

The following notice must be permanently attached to each video recorder:

> The Urbana School District strictly adheres to copyright laws regarding the videotaping and distribution of off-air broadcasts in schools. This equipment may not be used in violation of those laws.

****

VIDEO CAMERAS

Video cameras are available for building and district filming. Each school has access to an 8mm portable camera. A commercial grade camera is also available.

It is the librarian's responsibility to coordinate the use of portable cameras, and to see that teachers are informed of access to the commercial grade camera through the district video coordinator. A sample of the Request Form for Video taping follows.

A sample of request forms for In-School video taping also follows.

The librarian schedules the use of the portable 8mm camera, and gives general assistance to teachers in the operation of the video equipment. The librarian checks that all parts are kept with the camera after each use. Student and parent volunteers can be trained to assist in video taping and production.

VIDEO CAMERA POLICIES

1. A camera housed at one school is not the exclusive property of that school, but may be borrowed for short (2 or 3 days) term use at the other schools assigned to the camera.

2. The librarian currently housing a camera is responsible for scheduling the use of that camera, both within her own building and at the other two schools to which the camera is assigned.

3. In order to reduce the possibility of lost parts, a camera should only circulate among the three schools to which it is assigned. Loans to other schools should be made only on an emergency basis.

4. Scheduling should be done at least one week in advance of the date needed.

5. Batteries must be recharged before the camera is returned.

6. Each camera part and piece of equipment will be numbered. A numbered list of parts and equipment will be attached to the camera case. This list should be checked by the lending and receiving librarians each time the equipment is loaned.

7. Each school is responsible for providing video tape for its own use.

REQUEST FORM FOR VIDEOTAPING

In order to provide videotaping most efficiently for you, either for instructional purposes or for production of a program for channel 22, we ask you fill out this form and return it to your school librarian. Thank you for your cooperation.

1. This videotaping is for:
___ instructional purposes.
___ use in a video program.

2. Location of event or activity to be videotaped.

3. Date and time for videotaping.

4. Name of person filling out this form.

5. Your phone number and best time to be contacted.

6. If this event or activity is planned to be part of a video program, please provide the program topic and the way this event is related to it.

PLEASE NOTE: Although we will do our best to meet your request, it will not be possible to schedule all requests for videotaping. Requests with advance notice of four weeks or more and videotaping related to a program to be aired on channel 22 will be given priority.

Librarian:

Please send a copy of this form when filled out to Barbara Gladney, c/o Lois Webb, Central Office and to Glenn Carter, Cunningham. Thank you.

REQUEST FORM FOR VIDEO TAPING EQUIPMENT - FOR IN-SCHOOL USE

Date ______________________________

Name ____

Date and Time Needed

Tape intended for:

Broadcast on Channel 22 ______________

My class only ____________

Use within school ____________

Request:

Camera _______________

Tripod _______________

Camera Operator ____________

PUBLIC ACCESS BROADCASTING

Urbana has access to video programming through Cablevision, Channel 22. Librarians may also be involved in video production for Channel 22 and will help and encourage teachers to share their video events over the public broadcast network.

Librarians serve as the building representative to the district Educational Access Committee, attending monthly meetings, and providing information to staff about video programming.

DISTRICT VIDEO COORDINATOR

Urbana employs a video coordinator whose responsibilites include workshop instruction in camera operation, filming, and editing. He works with individual teachers in the district to produce video programs and to provide consultation services for librarians. Librarians work closely with the video coordinator to provide video services.

COMPUTERS

All libraries will maintain catalog cards for computer software housed in the building. At the elementary level, the librarian is responsible for all computers and software. Software will be stored in the library when not in use. At the secondary buildings, two sets of cards will be issued. One set of cards will be kept in the library, and the second set will be used in the lab where software will be stored when not in use.

All software should be previewed and evaluated through the library. When requisitions are sent to Purchasing, a copy of the preview form (see following) must be attached. Copies of requisitions and preview forms are to be sent to the district cataloger at the time of ordering.

East Central Illinois Computer Consortium

The East Central Illinois Computer Consortium has an extensive software collection for loan and preview. Consortium catalogs are available in each library. District 116 mail service will handle these requests.

URBANA SCHOOLS
SOFTWARE EVALUATION FORM
11-08-85

If this evaluation is for a disk not yet purchased, indicate:

DISK TITLE: ________________________________

COMPANY NAME: ______________________________

-OR-

If this evaluation is for a disk already purchased and cataloged, indicate:

DISK NUMBER _ _ _ _ _ (5 digits recorded on all disks owned by district)

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

☐ This evaluation is for the entire disk.

☐ This evaluation is for a single program on the disk indicated above. If for a single program indicate:

PROGRAM NAME: __________________________

When evaluating individual programs please use a separate form for each program.

Answer only those questions below appropriate to your evaluation.

1. How do you rate this disk or program?
   Circle one: E = excellent; G = good; P = poor

2. For which grade levels do you recommend this disk program?
   Circle levels:
   00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10,
   11, 12, 13, TCHR, SPECED

3. Specific problems encountered when using this disk: __________
   ____
   ____
   ____

OVER

4. How do you see this disk used most profitably? ______________

5. Special strengths: ______________

6. General comments: ______________

Your name: ______________ Date: ______________

FACULTY SUPPORT SERVICES

ORIENTATION OF NEW PERSONNEL

Each year there are a number of new persons working in each school on a regular basis. It is important that they have complete knowledge of the materials and services the library offers. A library orientation should be offered to new teachers, student teachers, clerks, aides and any other regular staff who may use the library resources.

Suggest ideas for orientation:

1. Give a complete tour of the facility.

2. Discuss all services that are available, including Instructional Television, Champaign County Film Coop and Lincoln Trail Libraries System.

3. Give information about all programs that may be directly applicable to the new person.

4. Explain library rules and procedures governing student behavior and use of the facilities.

5. Explain a teacher's responsibilities to students and the librarian during scheduled periods.

6. Offer a workshop in the use of audiovisual equipment.

7. Explain overdue policies and responsibilities of all staff members in helping maintain the size and quality of the collection.

In addition to personal contact, a brief pamphlet guide to the library can be a helpful tool for the new person (See example on page 343).

HOLIDAY COLLECTIONS

Three to four weeks before a major holiday, collect all holiday materials (print and nonprint) and place them on a cart in a special section of the library. A sign-up sheet with space for the teacher's name, date and time of use, and name of the material should be attached to the cart. As these dates come up, either the librarian should see that they are delivered or the teacher should be responsible for picking up the materials. In this way all materials may be scheduled for use by every interested teacher.

Since the materials need to be in the building for teacher use, it is suggested that students not be allowed to check these materials out prior to the holiday. Therefore, the cart needs to be placed near the librarian's desk or in some other teacher-congregating area so students may not have access to the books.

A time limit should be established for teacher selection and all books not reserved for teachers can be displayed for students to select. As books are returned from teachers, they can be added to this display and usually, just before the holiday, many of the best books are available for circulation to students.

Following are examples of a teacher sign-up sheet and a teacher use schedule.

EXAMPLE I

TEACHER SIGN-UP

EASTER/ ST. PATRICK'S DAY BIBLIOGRAPHY

Nonfiction		Dates
394.26 Bar	Barth *Lilies, Rabbits, and Painted Eggs: The Story of the Easter Symbols*	
599 Bla	Blair *Easter Pony*	
745.59 Cos	Coskey *Easter Eggs for Everyone*	
394.2 Eps	Epstein *Spring Holidays*	
394.26 Fis	Fisher *Easter*	

TEACHER SCHEDULE

EASTER BOOKS . . . . . . WHERE THEY ARE WHEN

Nonfiction:

Lilies, Rabbits, and Painted Eggs
April 9-11 - Gabbard

Easter Eggs for Everyone
April 2-12 - Gabbard

Spring Holidays
April 4-10 - Gabbard

Easy Books:

Easter Egg Artists
April 3 - Flaherty
4 - Lock
5 - Brinkley

Little Chicken
April 9 - Brinkley
10 - M. Johnson
11 - Larson

The Golden Egg Book
March 28 - Tuck
29 - Brinkley
30 - Shoda
April 4 - Lock
9 - Bender

Home for a Bunny
March 28 - Brinkley
29 - Tuck
April 2 - Shoda
9 - Lock

EXAMPLE II

Computerized System

If the list of materials is on a data base, labels for every title can be made and placed on reservation/circulation slips which can stay in the book pocket during circulation.

This reservation slip is helpful when gathering materials and can be paperclipped behind the circulation card for books and items checked out. Teachers make their reservations on this slip.

The reservation slip will stay in the book for teacher information.

CURRICULUM MATERIALS SERVICES

The librarian has a wider knowledge of the materials collection than anyone else in the school. An invaluable service can be rendered to teachers, when they are planning areas of study, by helping incorporate many approaches and materials that may otherwise be overlooked. The librarian, moreover, should always be aware of what is currently being studied in the classroom to further cooperation with the teacher in planning appropriate library lessons.

A suggested system which has been successful involves the use of the Library Request Form below:

LIBRARY REQUEST FORM

Name: ______________________________ Date: __________

Subject to be studied: ________________________

Approximate dates: ___________________________

Please provide the following for a classroom collection:

_____ Fiction Books
_____ nonfiction Books
_____ Filmstrips
_____ Sound Filmstrips
_____ Vertical File Material
_____ Bibliography
_____ Computer Software
_____ Other (Specify)

I will also need:

_____ Extra library periods. Please specify approximate date and time.

____

_____ Book talks on fiction and nonfiction books in this area.
_____ Related story hour, folklore, etc.
_____ Other (specify)

This service, while time-consuming for the librarian, is greatly appreciated by the faculty. It promotes optimum use of the collection and quickly reveals areas that need additional materials. The service fosters close cooperation between classroom teachers and the librarian and provides opportunities for the integration of library lessons with classroom programming. It can contribute to good working relationships among faculty members since the librarian can spot potential conflicts in the use of materials and can suggest ways of sharing.

The following method suggests how the librarian may fulfill the requests for curriculum materials.

a. Multiple copies of the above forms will be distributed to all faculty at the beginning of the school year.

b. All appropriate related materials will be gathered to fill a request, possibly including art and activity books, biographies, poetry and realia. A wide range of reading levels will be provided.

c. A computer-generated bibliography is printed for future reference.

d. Materials will be checked out to the teacher and delivered to the classroom along with a copy of the bibliography. Necessary hardware will be provided to support A-V materials.

e. Temporary circulation cards may be made available for monitoring classroom circulation. Computer-generated labels drawn from the data base established in "c" can be used for headings on these cards.

f. The teacher will be asked for an evaluation of the collection, and to provide suggestions for materials to be added or deleted.

g. Completed Request Forms will be dated and retained in order to provide a record of curriculum support.

COMMUNITY RESOURCES

Library files containing information about community resources benefit the teaching staff. These files include: addresses, names and telephone numbers of contact persons, field trip information, and curriculum tie-in information.

EXAMPLES OF COMMUNITY RESOURCES

The Anita Purvis Nature Center
Local and near-by museums
Univeristy of Illinois
Fire and police departments
The Audubon Society
The Humane Society
Parkland College Planetarium
Hospitals and health care centers
Minority multi-cultured resources
The Urbana Free Library.

The following is a questionnaire which may be used annually to survey parents and other community members.

HUMAN RESOURCE QUESTIONNAIRE

(Please fill out and return to the library)

Name ______________________________ Phone (home)

Address ___________________________ Phone (business)

lived in
Countries or States traveled in

Hobbies/Interests: In which of the following do you have skills or interests that you would be willing to share? (Please check)

Art________
Dance______
Drama______
History____
Language___

Literature____
Magic_________
Mathematics___
Music_________
Instrument__
Voice_______

Photography_________
Puppetry____________
Travel______________
Weaving_____________
Other (tell us)_____
____
____

**Do you have movies, slides or samples of your area of interest that you would be willing to share? Yes_____ No_____ If yes, please describe:

____

____

Collections: Do you own any collections? Yes____ No____ Would you be willing to come in to talk about your collection? Yes___No

May pupils handle your collection? Yes___ No___ Would you prefer to have your collection displayed only in a locked case?
Yes____
No____

Antiques____________________
Art Works___________________
Coins_______________________
Costumes____________________

Dolls_______________________
Rocks_______________________
Science specimens, what sort?
____
Other (tell us)____________

Occupation: Would you be willing to talk to the pupils about your work or specialty? Yes____ No____ Could you help us arrange a trip to your place of employment? Yes____ No____

Aeronautics____"
Architecture___
Art____________"
Biology________
Botany_________
Clothing_______

Community Service__
Construction"______
Education__________
Engineering________
History____________
Home Economics_____

Matheoatics____
Medicine_______
Radio, Television
____
Other (tell us)
____

Many Urbana parents have skills or areas of knowledge that would be of value to the educational program of the school. What would be the best time to contact you?

Time__________ For what days?_______ How far ahead?______

READING IS FUNDAMENTAL

The "Inexpensive Book Distribution Program for Reading Motivation" provides federal funds to match local funds for the purchase of books to be distributed among children in reading motivation programs. The U. S. Office of Education administers the program and provides assistance to local projects.

The Champaign-Urbana Junior Woman's Club acts as the local sponsoring agency for the Urbana elementary schools. Three times each year a paperback book is given to each second grade child. Arrangements for distribution are made by the building representative, which is most frequently the librarian, and a representative from the Junior Woman's Club.

BIBLIOGRAPHIES FOR TEACHERS AND STUDENTS

Bibliographies are one of the most valued services offered to teachers. They create good public relations and increase the use of the library collection.

When teachers ask for materials on a subject, compile a list of available materials in print, nonprint, and realia.

Suggestions:

1. Maintain a file of bibliographies in alphabetical order by subject.

2. Always date a bibliography and include the name of the library.

3. Be sure to have bibliographies for units that are used regularly throughout the year; for example, holidays, general subjects, etc.

4. Include the author, title, publisher, date, and call number. Annotate if possible.

5. Every few years update the bibliographies, adding and deleting as necessary.

6. Make sure that the teachers are aware that these lists are available for their use.

7. Quick bibliographies can be made by photocopying circulation cards.

New book lists should include enough information so that teachers can tell what the book is about, possibly the reading level, and whether it is good for class or individual use. Have the books on a shelf so that all teachers and students have a chance to see the materials before they are ciculated. Send the new book list out as soon as the materials are available.

Bibliographies for students are useful on subjects which have special appeal such as: humor, ghost stories, hobbies, monsters, etc. They should have short, interesting annotations.

SUPPLEMENTARY RESOURCES

DISTRICT INTERLIBRARY LOANS

School libraries within the district cooperate in order to provide wider access to materials. Inter-library loan requests are honored promptly using the following form.

Urbana District 116

Inter-Library Loan Request Form

FROM: ____________________ School Library

DATE: ____________________

ITEM BEING REQUESTED:

Author ____________________________

Title ____________________________

Number of Copies Needed __________

Date Needed ______________________

Estimated Date of Return ________

Lending Library

Loan Date ____________

# of Copies Loaned_____

Returned ____________

Receiving Library

	# or copies	Date Received	Returned
King			
Leal			
Prairie			
Thomas Paine			
Washington			
U.J.H.S.			
U.H.S.			

Any lost materials are to be replaced by the borrowing library.

PUBLIC LIBRARIES

The school libraries and the Urbana Free Library have a long history of cooperation. This ranges from hosting the Battle of Books tournament to supplying resources, hosting displays, making classroom visits, encouraging classroom field trips--the list is endless. The Urbana Free Library supplies the schools with monthly calendars of events and advertisements for special programs as well.

LINCOLN TRAIL LIBRARIES SYSTEM

Urbana School Libraries are now part of the Lincoln Trail Libraries System (one of the state network of library systems). As part of the LTLS, Urbana schools are eligible for the following services:

- Interlibrary loan of books and A-V materials
- Catalog discount through Baker and Taylor
- Workshops
- On-line subject catalog and circulation access
- Film and video loan
- Print shop
- Reference service/Consultation services
- Pick-up and delivery service
- The Lincoln Trail Handbook

PUBLIC RELATIONS

NEWSLETTERS AND NOTES

Newsletters or notes to teachers are useful to inform the staff about the happenings in the library. They may include announcements about new and preview materials, special programs worth viewing on TV, special community programs, and other special events. They may be reminders about changes in scheduling due to holidays, vacations, or inventory. Newsletters are also effective for informing the faculty about changes in procedure, new policy statements, and library matters such as lost materials.

Suggestions:

1. Recognize teachers' need for time-saving. Keep notes short and simple.

2. Place an asterick * next to items of special interest to a particular teacher.

3. Put an eye catching large title at the top--like "NEW IN THE LIBRARY".

4. Always include the date of the notice.

5. Newsletters may be sent out regularly or as needed, depending on the need in each particular library.

6. Keep file copies. They are very useful as a summary of services to teachers during the year and are helpful in planning for the next year.

"Notes from the Library" should be a regular part of the school's newsletter. It is a good opportunity to thank helpers, recognize award winners, solicit help, offer reading suggestions for parents, announce book fairs, etc.

NOTES ABOUT YOUR LIBRARY

TO: All new and returning teachers

FROM: The Library

The library offers many services to you and to your students. We are here to help, so if the assistance you need isn't listed below, please discuss it with us.

Available for Checkout

Books
Posters
Multiple copy paperbacks
Study Prints
Maps
Models
Vertical File Material
tea
Soundbook sets
Computer software
ITV Teacher Guides
Social Studies and Science Curriculum Materials

Sound Filmstrips
Silent Filmstrips
Learning Kits
Professional books
Publishers' catalogs
Realia (real items such as mastodon bones or Japanese dolls)
Magazines
Professional journals
Bulletin Board Sets

Services

Access to and circulation of materials
Library Skills and Literature Programs
Individual and Small Group Investigation Guidance
Reference Service for faculty and students
Literature Programs
Instructional Television Service
Champaign County Film Coop catalogs and service
Audiovisual Equipment, Distribution and Repair
Materials searches for units of study
Community resources and field trip information
Computer Distribution and Repair
Instruction in Equipment Operation

Audiovisual Equipment

16 mm. projectors
8 mm. projectors
Filmstrip projectors
Sound filmstrip previewers
Overhead projectors
Opaque projector
Cassette tape recorders and players
Reel-to-reel tape recorder
Projection microscope

Language Masters
Filmstrip previewers
Headsets
Listening stations
Tachioscope
Video tape players
Video tape recorders
Poloroid cameras
8 mm. video camera

SAMPLE LETTER TO PARENTS

Margaret Dees Library
Yankee Ridge School
2102 S. Anderson
Urbana, Illinois 61801

Hello Parents of First Graders at Yankee Ridge School,

Our first graders have reached a level of independence in Margaret Dees Library. They select their books from the Easy Fiction shelves and fill out the borrower's cards.

I believe that the ability to read is a wonderful and powerful tool. It has been a delight for me to observe the increasing competence in the reading ability of our first graders.

Our students can maintain or increase their levels of reading ability if they will continue to read regularly over the summer. It is also very important that someone continue to read to them. The Read-Aloud Handbook by Jim Trelease provides excellent information on the importance of reading aloud to children, from infants to teens.

I regularly remind my students of the importance of having a library card and USING it. Urbana Free Library issues library cards without charge to residents within the city limits of Urbana. A special section of Easy-To-Read books is included in the large collection of the UFL Children's Department. Please feel free to request assistance from any of the librarians.

We must all work together to insure that our children, our most precious resource, take their place in a "Nation of Readers".

Sincerely,

Dorothy Vickers-Shelley
Librarian

Enclosed: Booklet - "Your Child and Reading"
A Nation of Readers
Bibliography - Especially for Parents--Reading to Share
Article - "How to Keep TV From Affecting Family Life"

ESPECIALLY FOR PARENTS -- READING TO SHARE

Bauer, Caroline Feller, THIS WAY TO BOOKS. H.W. Wilson, 1983.
Bauer presents a "grab bag" of hundreds of program activities, resource bibliographies, and game and craft ideas for sharing literature with young people in the home, library or classroom.

Butler, Dorothy. BABIES NEED BOOKS. Atheneum, 1980.
Practical ideas for sharing books with little ones from infancy to age six.

Kimmel, Margaret Mary and Segal, Elizabeth. FOR READING OUT LOUD! A GUIDE TO SHARING BOOKS WITH CHILDREN. Delacorte Press, 1983.
Hints on the "why" and "what" of effective reading aloud, with summaries of 140 recommended books and straight forward suggestions on how to make time for reading together.

Larrick, Nancy. A PARENT'S GUIDE TO CHILDREN'S READING. 5th edition. Bantam, 1982.
A classic, often-revised book to help adults provide daily opportunities for literacy development, develop home book and magazine collections, and share literature with all ages.

Lindskoog, John and Kay. HOW TO GROW A YOUNG READER: A PARENT'S GUIDE TO KIDS AND BOOKS. David C. Cook, 1978.
Two parents offer practical suggestions and list favorites enjoyed by their own family.

National Council of Teachers of English. RAISING READERS; A GUIDE TO SHARING LITERATURE WITH YOUNG CHILDREN. Walker, 1980.
Activities and suggested books for developing home reading environments for infants, toddlers, pre-readers and beginning readers, including an especially good parent self-assessment reading questionnaire.

Trelease, Jim. THE READ-ALOUD HANDBOOK. Penguin Books, 1982.
A nationwide bestseller by one of the most well-known proponents of reading aloud, this book includes hints and encouragement to adults for sharing books with infants through teens, as well as an annotated list of 300 sure-fire favorites.

A Nation of Readers

Tonight
at the dinner
table, read
something
out loud to
your family.
Tomorrow night,
let another member
read something.
A news story.
A Bible verse.
A Robert Frost poem.
A cereal box panel.
History. Humor.
Anything.
Each night a different
family member can read
a selection.
Imagine the wide range
of subjects your family
will read in 365 days.
What a stimulating way
to have your children
develop good
reading habits.
We have 23 million
illiterate adults
in America.
We wouldn't have one,
if each of them had
been served reading
as part of their
nightly diet.
It's non-fattening
but enriching.
And it doesn't cost
a dime.

From the Manhasset Library Newsletter, Summer 1981

DESIGNED & PRINTED BY LINCOLN TRAIL LIBRARIES SYSTEM

BIBLIOGRAPHY OF SOURCES

Bibliography of Sources

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